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## ABSTRACT

In an effort to improve cooperative education (CE) programs, or those which formally integrate academic studies with work experience, in the New Brunswick Community College System (Canada), a study was conducted to explore the current status and structure of existing CE programs and determine approaches for future program development. This report presents findings from the first phase of the study which consisted of personal and telephone interviews conducted from June to July 1995 with personnel at provincial government agencies and community college systems. The first section describes the background to the study, while the second section provides an overview of CE in New Brunswick, Ontario, and Nova Scotia. This section also describes comparative student placement outcomes for New Brunswick and Nova Scotia, indicating that in 1994-95 the provinces placed 115 and 377 students, respectively. The third section discusses the following perceived issues and obstacles for CE development in New Brunswick: (1) uncertainty in the mandate, direction, and profile of cooperative education within the system; (2) difficulty in finding work placements for students; and (3) declining financial resources for coordinators, students, and employers. The final section focuses on recommended courses of action, highlighting the need for information regarding outcomes of existing programs, issues and opportunities in the eyes of the partners, and the need to develop an administrative framework for future operation. Appendixes include a list of interviewees, a federal funding guide for applicants, a table of students in CE programs in Canada and by province in May 1995, and a definition of CE. Contains a seven-item list of suggested reading references. (TGI)

ED 388 371



# New Brunswick Labour Force Development Board

## Interim Report - Phase 1

Cooperative Education  
in the  
New Brunswick  
Community College System

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New Brunswick  
Community College System

August 10, 1995

## **New Brunswick Labour Force Development Board**

### **MISSION**

The New Brunswick Labour Force Development Board will play a strong leadership role in the development of a skilled labour force in the province. In doing so it will: help young people and adults to realize their full labour force potential; increase the productivity of New Brunswick companies; and lead to a high standard of living for workers within an enhanced provincial economy.

### **MANDATE**

The mandate of the New Brunswick Labour Force Development Board is to provide strategic direction in the development and implementation of a private sector labour force development strategy in New Brunswick.

### **BOARD COMPOSITION**

There are seats designated for business, labour, educators, aboriginals, disabled, visible minorities, women and government (federal and provincial).

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## TABLE OF CONTENTS

|                                                                                                |    |
|------------------------------------------------------------------------------------------------|----|
| 1. Study Background.....                                                                       | 1  |
| 2. Overview of Cooperative Education.....                                                      | 2  |
| Cooperative Education in New Brunswick .....                                                   | 2  |
| <i>NBCC-Saint John</i> .....                                                                   | 3  |
| <i>NBCC-Dieppe</i> .....                                                                       | 3  |
| <i>General Comments</i> .....                                                                  | 4  |
| Cooperative Education in Other Provinces.....                                                  | 5  |
| <i>University College of Cape Breton (UCCB)</i> .....                                          | 5  |
| <i>NSCC-Lunenburg Campus</i> .....                                                             | 6  |
| Comparative Outputs.....                                                                       | 7  |
| 3. Perceived Issues and Obstacles for Cooperative<br>Education Development .....               | 7  |
| Uncertain Mandate, Direction, and Profile for Coop<br>Education in the College .....           | 8  |
| Increased Obstacles to Finding Work Placements.....                                            | 9  |
| Declining Financial Resources for Coordinators, Students<br>and Employers .....                | 11 |
| 4. Recommended Course of Action.....                                                           | 12 |
| 1. Outcomes and Impacts of Existing Programs.....                                              | 14 |
| 2. Issues and Opportunities in the Eyes of the Partners .....                                  | 14 |
| 3. Administrative Framework for Future Development<br>and Operation.....                       | 15 |
| <br>Appendices                                                                                 |    |
| A. Study Background                                                                            |    |
| B. Contact List                                                                                |    |
| C. Federal Funding Guide for Applicants                                                        |    |
| D. Canadian Profile of Students Registered in Post Secondary<br>Cooperative Education Programs |    |
| E. Work Terms Summary -UCCB                                                                    |    |
| F. CAFCE Program Criteria                                                                      |    |
| G. Suggested Reading References                                                                |    |

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In addition to the role they play in their respective Saint John and Dieppe campuses, John Kelly and Dianne Levesque were very helpful in their executive roles with the New Brunswick Association for Post-Secondary Coop Education (NBAPSE).

New Brunswick Labour Force Development Board members Henry Cowan, Bill Dixon, Maureen Michaud and Lorraine Silliphant, as well as Peter Fitzpatrick from the NBAPSE and Robert Parks from DAEL, assisted with the development of the proposed approach from here.

Elizabeth Sloat was the primary researcher in this process, and her skills and professionalism are reflected in the report which follows.

Patrick Flanagan  
Executive Director

# **Cooperative Education in the New Brunswick Community College System**

## **Study Background**

The Department of Advanced Education and Labour (DAEL) approached the New Brunswick Labour Force Development Board (NBLFDB) requesting assistance with investigating the status of cooperative education in New Brunswick's Community College (NBCC) system. DAEL's objective was to explore the status and structure of cooperative education in the college system in order to determine the issues relevant to future program development (see Appendix A).

DAEL and NBLFDB agreed to approach this study in two phases, the results from Phase I of which are documented in this report. A recommended course of action for further research concludes this report; however, the overall approach to Phase II will be determined once DAEL, NBLFDB and others have had an opportunity to consider the findings outlined in the following text.

Information for this report was collected from 26 June 1995 to 10 July 1995 through personal interviews, telephone interviews (see Appendix B), and a review of some key documentation to generally determine:

- the structure and status of programs currently offered in the college system;
- the historical development of these programs such as where, when, why, and how they were started, and sources for funding;
- the outcomes of these programs and their effectiveness as has been determined to date;
- the factors considered in designing and implementing cooperative education programs;
- the issues and obstacles for cooperative education development; and,
- a brief overview of other successful institutions, particularly those who place students in New Brunswick (University College Cape Breton; Nova Scotia Community College -Lunenburg).

### **Overview of Cooperative Education**

#### **Cooperative Education in New Brunswick**

Cooperative Education generally gained widespread national attention in 1985 when the federal government announced its secondary and post-secondary cooperative education funding initiative as part of the Employability Improvement Program. Secondary school boards and post-secondary schools became eligible to submit applications for grants (see Appendix C) of up to \$200,000 over four years, with contributions administered in the following configuration:

|             |             |                    |
|-------------|-------------|--------------------|
| year one:   | 85% federal | 15% school/college |
| year two:   | 75% federal | 25% school/college |
| year three: | 55% federal | 45% school/college |
| year four:  | 35% federal | 65% school/college |

Approved grant applications for post-secondary institutions were required to meet specific criteria, three key items of which were:

- Completed labour market studies demonstrating job availability both during and after the cooperative education program;
- Proof that the institution could maintain the program once federal financing ended; and,
- A program schedule reflecting the Canadian Association for Cooperative Education (CAFCE) curriculum guidelines. Chief program characteristics include alternating academic and work terms with the total work term constituting preferably 50%, but no less than 30%, of the total time spent in study (see Appendix F).

In 1985, when the federal government announced its cooperative education initiative for secondary and post-secondary schools, a decision was reportedly taken within the Department of Advanced Education that application would be made from the Saint John campus alone for funding to implement three cooperative education programs. There was apparently some concern that the federal effort might represent an incursion into the province's education jurisdiction. For that reason, there was a "moratorium placed on further use of federal coop education dollars" until the Saint John campus programs were implemented and assessed. This moratorium lasted for five years during which time federal spending in the field expanded in other provinces across the country.

A subsequent review of cooperative education in 1990-1991 resulted in the Canada-New Brunswick Agreement on Labour Force Development recommendation that cooperative education funding

## **NBCC COOPERATIVE EDUCATION REVIEW**

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be quadrupled and directed primarily toward the secondary school system as part of the government's Stay-in-School initiative.

The new funding made available in 1991 resulted in the implementation of 26 cooperative education programs in New Brunswick, totalling \$4,169,000. Most applications were submitted by the high schools. Dieppe was the only new campus to apply for funding under this initiative specifically for their Printing Technology Program.

HRDC initiated a national review of coop ed in 1993-1994. The results of the national review shed little light on the status of cooperative education specifically in New Brunswick, such that HRDC has taken some initial steps towards a more detailed review process.

The federal government is not funding new cooperative education initiatives at this time.

### ***NBCC-Saint John***

In 1989, NBCC-SJ received 50/50 federal-provincial funding totaling \$400,000 over four years with a follow-up commitment of \$125,000 from the province for maintenance costs at the end of the four year period. The following three existing campus programs were modified from a two-year (20 month) to a three-year (32 month) program, in order to include the cooperative education option, and offered to students in 1991: Electronics Engineering Technician; Chemical Technology; and Mechanical Engineering Technology.

Of the 80 students who enroll in the Electronics Engineering Technician program each year, 20 students are accepted into the cooperative option at the end of year one (at present there are 33 males and no females enrolled in this program overall). An average of 20-25 students are admitted into the mandatory cooperative program in Chemical Technology [at present there are 21 males and 20 females enrolled in this program overall]. Prior to 1995, 20 of the 60 students admitted to the Mechanical Engineering Technology program entered the coop option. For the 1994-95 academic year, enrollment has been reduced to 30, and the coop option dropped, since student work placements cannot be found.

No more than one or two students secure work placements outside of New Brunswick each year.

### ***NBCC-Dieppe***

This campus opened in 1987, so it was not until 1991 that Dieppe was prepared to apply to HRDC for funding, and implemented its

## **NBCC COOPERATIVE EDUCATION REVIEW**

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first cooperative education option in the Printing Techniques program in 1993. A maximum of 12 students are admitted to the coop program each year (as of June, 1995, six males and two females were enrolled in this program). Work placements are located in printing shops throughout New Brunswick with the exception of one student placed outside of the province during the second work term of 1993-1994. Placements for 1994-1995 are not yet complete.

Program coordinators state that they benefit considerably from the provincial printing association's involvement in the coop program in terms of student job placements. Most of the 100 printing businesses located around the province receive regular mail-outs requesting job descriptions for posting at the college, follow-up phone calls are conducted with employers after each mail-out, and many have or will be visited by a program coordinator.

Cooperative options were implemented in 1994 in the Marketing and Transport strands of the Business Technology program. A total of 40 students have been admitted to this coop ed program (as of June, 1995, 22 males and 12 females were enrolled in this program).

The Transport option differs inasmuch as it is financed separately, and only for the short-term. The Dieppe campus secured funding for one year from the Logistic Institute, a business association located in Toronto with an interest in Transport issues. The Institute is currently participating in piloting three coop ed projects in Canada, one of which is the Dieppe program. Funds are intended to aid the campus with the administrative work required to implement a new coop program. Coop staff are currently working on a promotional video for television and developing a marketing strategy.

Program coordinators are concerned about maintaining the program once the Institute funding runs out.

### **General Comments**

Students at both the Saint John and Dieppe campuses are evaluated on the basis of site visits by the coop education coordinator, usually one visit per work term, and employers are asked to complete an evaluation form at the end of the placement period. The Dieppe campus also requires students to maintain a work activity record throughout each work term, and students meet with their employer once a month to conduct an evaluation. However, while these efforts are used to determine individual performance, there is nothing which we found to systematically assess overall program performance, nor outcomes and impacts. The as-yet-unreleased report undertaken by the New Brunswick Association for Post-Secondary Cooperative Education does attempt to uncover

some of these data. However, they, too, rely on national studies for most of this information.

Both campuses report that administering cooperative education is costly and labour intensive. A substantial amount of time is required to find work term hosts, particularly because of the time required to explain and "sell" cooperative education to employers. In many cases coordinators spend considerable time distinguishing college coop education from other programs with a work term component that are not, by definition, cooperative education.

Program personnel also require considerable time to conduct site visits and maintain contact during the work term periods with both employers and students to ensure no problems exist.

Dieppe coordinators also pointed out the need for a strong personal commitment from coop education instructors. Additional funding and administrative support are not provided, yet the work term component and additional program year add substantially to an instructor's work load.

### **Cooperative Education in Other Provinces**

Some other Canadian provinces offer substantially more post-secondary (college and university) cooperative education programs than the eight programs offered in New Brunswick. The highest of these is Ontario with approximately 265 programs. Nova Scotia is the fourth highest with roughly 40 programs. From another perspective, 2% of NB post-secondary students are in coop education programs compared with 5.7% nationally (see Appendix D; from the New Brunswick Association for Post-Secondary Cooperative Education May, 1995, draft report on post-secondary cooperative education in New Brunswick). In fact, New Brunswick ranks last in its coverage of the post-secondary student population with access to this particular school-to-work transition program.

A brief look at cooperative education in Ontario and Nova Scotia suggests that coop ed is both a major focus and a major business for most participating institutions. Nova Scotia's Community College is attempting to expand cooperative education to all 18 of its campuses pending approval of a \$1 million federal-provincial funding application.

### ***University College of Cape Breton (UCCB)***

UCCB implemented its first cooperative education program options in the mid-1980's after securing funding through the federal coop ed initiative. The campus now has its own Career Education and Placement Centre to coordinate work term placements for most programs offering a work experience component.

Much of the Centre's efforts for coop education go toward finding employers, placing students, and monitoring work term progress. Only 3%-5% of students find their own placements, so the Centre spends considerable time finding student work locations (see Appendix E for an overview of their success rate).

A fairly extensive cooperative education marketing strategy is in place at UCCB with over 3000 letters mailed to existing and potential employers every four months encouraging their participation and requesting businesses to forward any job postings they might have. The mailing list is updated through personal contact, newspaper ads, and so on. Coordinators attend trade shows and "work the floors" to find employers, write articles for trade journals, deliver talks to service clubs, and pursue any other avenues through which employers might be found.

Finding placements in Cape Breton is difficult because of the region's high unemployment rate. Many host employers would not be able to afford to participate if not for government-funded wage subsidies.

Nova Scotia employers can apply to one of two major programs: The Nova Scotia Economic Renewal Agency; and Cape Breton businesses can access funding through Enterprise Cape Breton (ECB). The Renewal Agency provides 50% or \$5.00 per hour, whichever is the lesser, of a student's wage up to a minimum of 35 hours per week and a maximum of 40 hours per week. ECB offers \$3.00 per hour to subsidize wages.

The college also charges students a coop tuition fee, in addition to regular tuition costs, equalling the fee of one three-credit-hour course. The college reportedly maintains that tuition fees gained from the additional study year for the coop ed component recovers the costs of administering coop ed.

While most students do find placements in Nova Scotia, others are placed in New Brunswick workplaces such as the provincial Department of Transportation, accounting firms, and H&R Block offices. The college reportedly encounters some problems with placing students in unionized companies in Nova Scotia, but the Centre concentrates on finding administrative positions where union provisions do not apply.

### ***NSCC-Lunenburg Campus***

The Lunenburg campus of Nova Scotia's Community College system has 72 coop students enrolled per year out of a core enrollment of 400 students along with an additional 150 students enrolled in upgrading programs. This campus currently offers cooperative education in four programs: Electrical Engineering Technician; Electrical Mechanical Technician; Hospitality

Services; and Architectural Drawing. This is the pilot year for the Architectural Drawing program with a maximum enrollment of ten students. Twenty is the average maximum enrollment for the other three programs.

Coop programs are generally two years in length with an average of one third of that time spent in a cooperative work environment over the summer months (June-September or May-October). The Lunenburg campus also spends much of its time coordinating student job placements and also assumes the responsibility of applying for employer wage subsidies. This campus has its own application form for employers to complete. The form is returned to the college where it is then forwarded to any one of a number of federal or provincial wage subsidy programs.

### **Comparative Outputs**

New Brunswick and Nova Scotia share many of the same concerns such as finding the necessary numbers and types of workplace hosts for students. At the same time, however, according to the National Cooperative Education Directory published by CAFCE, New Brunswick Community Colleges placed 115 students in 1994/1995 while Nova Scotia placed 377 in the same year:

| <u>New Brunswick:</u> |           | <u>Nova Scotia:</u>     |            |
|-----------------------|-----------|-------------------------|------------|
| Dieppe                | 52        | Institute of Technology | 14         |
| Saint John            | <u>63</u> | Kingston Campus         | 26         |
|                       |           | Lunenburg Campus        | 57         |
|                       |           | UCCB                    | <u>280</u> |
| Total                 | 115       |                         | 377        |

### **Perceived Issues and Obstacles for Cooperative Education Development**

Cooperative education coordinators, instructors, and DAEL Program Coordinators identified a number of issues related to administering coop programs that already exist in the community college system, further expanding coop education in programs where it already exists, and implementing coop education in either new or existing campus programs.

These issues are considered below under the following general headings:

- Uncertain Mandate, Direction, and Profile for Coop Education in the College;
- Increased Obstacles to Finding Work Placements; and

## **NBCC COOPERATIVE EDUCATION REVIEW**

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- Declining Financial Resources for Coordinators, Students and Employers.

### **Uncertain Mandate, Direction, and Profile for Coop Education in the College**

1. Cooperative Education has not traditionally been perceived as a high government priority.

2. Should cooperative education expansion at the college level become a primary aim of the provincial government, the government and campuses would have to assess the resource requirements and strategy that would allow them to achieve that objective. At the present time, there is no consensus on whether increased funding is needed to expand cooperative education or if resource and program restructuring is the better approach.

3. A comprehensive cooperative education policy statement has yet to be developed by either the provincial government or the campuses, and persons interviewed at both levels maintain that such a policy should be developed. Such policy development should coincide with establishing the role and purpose of coop ed as a school-to-work transition program in New Brunswick, developing a long-term vision, setting goals, and developing a marketing strategy.

4. Efforts are not centralized or coordinated between campuses and the provincial government. As it now stands, individual campuses operate with virtual autonomy, possibly causing substantial overlap, duplication, and even competition among campuses for programs, funding, and placements. Some departmental and campus program coordinators support the idea of a provincial coordinator whose role might include at least some of the following:

- set program guidelines
- disseminate program and curriculum materials to staff
- set program and campus targets
- promote employer awareness and participation
- liaise with other government departments
- develop policy
- conduct market studies
- establish links with industry associations connected to coop programs

## NBCC COOPERATIVE EDUCATION REVIEW

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- coordinate program availability among the campuses
- organize professional development
- coordinate student workplace evaluations and assessment criteria
- develop links for work term placements in jurisdictions beyond the reasonably accessible boundaries of individual campuses.

5. Many secondary and post-secondary institutions, as well as government (NB Works, CJS programs) now offer programs with some form of work experience, most of which are generically referred to as *cooperative education*. The Canadian Association for Cooperative Education sets out specific criteria for defining cooperative education (see Appendix F) such that many of the programs labeled (for convenience) as cooperative education do not actually fit within the parameters of the national association's definition.

Some cooperative education coordinators and instructors maintain that there is a need to restrict the application of the term to those programs that meet the CAFCE criteria in order to eliminate confusion for students and employers, and to distinguish coop ed from other programs.

6. There is an evident scarcity of data on the outcomes and impacts of cooperative education that makes it difficult to determine an appropriate long-term strategy for program development. In the few cases where relevant data do exist, there are frequent inconsistencies in the findings and statistics reported.

### Increased Obstacles to Finding Work Placements

1. The high number of secondary and post-secondary institutions now offering educational work term components is causing difficulty finding job placements for college students due to the high number of requests directed to employers.

2. Private sector business owners also reportedly cite wage costs as a major deterrent to providing coop education work term placements. In many cases employers will accept high school students since these are non-paid placements. This subsequently makes it difficult for the colleges to find placements. It has been suggested that this might be addressed through government-funded wage subsidy programs much like those offered in Nova Scotia, or through government-driven tax incentives offered to employers willing to participate in cooperative education programs.

## **NBCC COOPERATIVE EDUCATION REVIEW**

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On the other hand, some people question the wisdom and sustainability of this strategy. Such incentives may leave the door open to abuse, and to a soft employer commitment to the program. Furthermore, according to the New Brunswick Association for Post Secondary Cooperative Education's May, 1995 draft report on post secondary cooperative education in New Brunswick (p. 24), smaller business owners, those averaging less than 15 employees, state that they do not have the supervisory staff needed to assume the responsibility for coop students. In such cases, employer hiring-incentive programs would not be the sole, nor even necessarily the best, response.

3. Program coordinators report that downsizing in small, medium, and large businesses has made securing student placement locations difficult for the campuses.

4. In New Brunswick, employers do not have a wide selection of coop disciplines from which to choose and are thus unable to host students since neither employer nor employee needs can be met.

5. The generally accepted work term structure of four terms spread over three years is designed such that students experience their work during each of the four seasons. This structure hinders employer participation in some cases since students are not always available to work at times when employers need additional staff (NB Power and the construction industry were two such examples given).

6. The NBCC-SJ program coordinators and instructors state that, in some cases, they need union support in order to place students in companies where they can get relevant work experience. Unions are at times reluctant to participate, however, particularly during periods of company downsizing, because student employees are perceived as displacing regular workers.

7. NBCC-SJ also reports that significant differences in student wages have become a substantial problem since some receive only a \$6.00-\$8.00 hourly wage while others placed in unionized locations receive a much higher hourly wage along with full benefits and the opportunity to work paid overtime. Some students have reportedly earned in the range of \$15,000-\$20,000 over four months.

Two key problems are said to arise from this wage difference: students select work term placements based on pay rather than on relevance to their required work experience; those with high incomes appear to develop an inflated perception of their abilities such that it deters them from striving for excellence in the workplace.

Campus representatives have learned through discussion with company management that wages set by collective agreements

cannot be unilaterally altered by management. Campus personnel have yet to speak with union representatives to seek a solution but believe there is a need to pursue the matter with the appropriate authorities.

The Dieppe campus has yet to encounter this same problem, perhaps because coop education is new to the campus and they have only had to place 12 students in the one Printing Technology program so far.

8. There are a substantially higher number of post-secondary cooperative education programs offered in other provinces and territories compared with New Brunswick. These other provinces, particularly Nova Scotia, reportedly place a number of students in New Brunswick businesses which further compounds the problem of finding placements for NBCC students.<sup>1</sup>

### **Declining Financial Resources for Coordinators, Students and Employers**

1. There are no longer federal funds available to launch coop programs, and no funds are available to administer and maintain programs that do get implemented. Financing must come from within a campus budget and, since cooperative education is not always considered essential when campuses are faced with budget cuts, cooperative education is feeling pinched. The \$125,000 coop administration budget of the Saint John campus was reportedly redirected to other areas because of funding restraints.

2. Cooperative education programs have unique administrative functions that are not relevant to other college programs. There are thus particular funding requirements for cooperative education that are not currently considered in budget allocations for the campuses.

Program Coordinators in both Saint John and Moncton agree that a full-time coordinator and at least one support person are needed to administer cooperative education at the campuses. Finding employers, placing students, and monitoring or evaluating students during each work term is a particularly labour-intensive component of the overall administration of cooperative education.

In addition to administrative costs, out-of-province travel costs are very restricted. Yet coordinators maintain that travel is essential in order to network with existing and potential employers and generally to promote cooperative education. Moreover,

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<sup>1</sup> Efforts to obtain data on the actual number of Nova Scotia College students placed in New Brunswick were difficult. We were able to learn that UCCB placed nine students in NB for the summer work term in 1995, seven of whom were from New Brunswick.

## **NBCC COOPERATIVE EDUCATION REVIEW**

workplace hosts must not only be secured locally, but throughout the province of New Brunswick and other Canadian regions as well.<sup>2</sup>

Coordinators and instructors also need funds for professional development activities held throughout the Atlantic Region and across Canada. The national association, CAFCE, as well as the organization's Atlantic affiliates, host a number of professional development sessions annually.

3. A third concern noted by program coordinators at both campuses is the application of unemployment insurance regulations between regional CEC offices. There is a perception among students and coordinators that offices do not apply the same eligibility criteria to all students. The issue appears significant in that coordinators from both campuses identified it as problematic. As such, the situation should be clarified and/or addressed.

### **Recommended Course of Action**

For a variety of reasons postulated earlier, cooperative education has not developed in New Brunswick as rapidly as it has in some other provinces.

Is this a problem?

Ought the province make cooperative education a higher priority of government?

If it is decided that cooperative education would make a valuable contribution to New Brunswick's human resource development strategy — and the NB Labour Force Development Board believes it would — a cohesive administrative framework and action plan could then be determined.

In order to address the specific question about what priority cooperative education should be given, the government may first want to clarify the role school-to-work transition programs in general are to play in developing New Brunswick's labour force. In short, where do school-to-work transition programs fit within the government's labour force development strategy?

- What aims, priorities, plans, principles, goals, and objectives have both levels of government identified for school-to-work transition program development?

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<sup>2</sup> We were told that in some very competitive locales outside the province, companies are asked to sign up for five years, guaranteeing that they will not take students from other institutions!

- What are the criteria for program development, implementation, and assessment?
- What student and employer target populations have been identified?
- What differences and commonalities exist between cooperative education and other work experience programs like apprenticeship training, practicums, job shadowing, and other government programs?
- What current priority and anticipated future priority do the province of New Brunswick, the federal government, and other provincial governments place on school-to-work transition programs?

The merits, models, and principles of school-to-work transition programming have been the source of considerable discussion in the literature for some time now (see Appendix G for suggested reading references). As such, the New Brunswick government need not allocate extensive time and resources to formalizing a position on school-to-work transition programs. The short time frame recommended for researching this issue would allow DAEL to simultaneously proceed with collecting the data relevant to Outcomes and Impacts of Existing Programs, one of the three activities outlined below. Proceeding immediately with this data collection is strongly recommended since these statistics are not easily obtained. The nature of the information to be compiled is such that it would, in all probability, prove useful in a number of instances and contexts.

The Canadian Labour Force Development Board's (CLFDB) Report of the Task Force on Transition into Employment, *Putting the pieces together: Toward a coherent transition system for Canada's labour force* (April, 1994), positions transition programming as central to the process of moving individuals from unemployment to meaningful (longer-term and full-time) employment. The New Brunswick Labour Force Development Board supports the CLFDB's position.

A clear and comprehensive statement of the New Brunswick government's position on school-to-work transition programs would provide a shared framework of understanding for participants and stakeholders in cooperative education program development. Once such a framework has been established, then the following recommendations for research can be guided by the principles established for school-to-work transition programming.

The research to be conducted in Phase II of this project should be designed to help the government assess what future priority cooperative education should be given, and what organizational

framework would be most appropriate for program administration. As such, it might most usefully address the following three areas:

### **1. Outcomes and Impacts of Existing Programs**

More substantive information is needed in connection with the impacts and outcomes of students graduating from cooperative education programs in order to assess the effectiveness of this form of school-to-work transition programming. Some possible questions to pursue include:

- Who participates in coop programming? How accessible is it to post-secondary students?
- What percentage of students enrolled in cooperative education complete their programs?
- How many graduates find jobs? How does this compare with the employment rate of graduates who do not take the cooperative education option?
- How do salaries compare between cooperative education students and regular academic program graduates?
- How many coop students are hired by the employers who hosted them during their work experience?
- In what regions do cooperative education students find jobs compared with students from regular academic programs?

### **2. Issues and Opportunities in the Eyes of the Partners**

It is also critical that consideration from the perspective of all the partners be brought to the issues raised earlier. Students, instructors, workplace hosts including employer and employee perspectives, industry associations and campus administrators all bring a unique perspective to addressing issues related to the future development of coop ed. For example:

- What are the perceived benefits of cooperative education?
- What are the views of both participating and non-participating employers?
- Why do employers choose to participate in cooperative education and, conversely, why do others choose not to participate?
- What obstacles do workplace hosts encounter? How might some of these problems be addressed?

- How are concerns about displacement of existing workers being dealt with? How might this be done better?
- How do campus administrators and instructors representing all NBCC campuses regard cooperative education? What are their needs and issues of concern?
- What training, if any, do cooperative education instructors require?
- What are the government's needs and concerns for implementing cooperative education?
- How does coop education in the colleges compare cost-effectively with other post-secondary, school-to-work programs?

### **3. Administrative Framework for Future Development and Operation**

An administrative framework for cooperative education should be developed such that it avoids the mistakes made by other cooperative institutions, yet learns from and builds upon their strengths. Key institutions like UCCB, and perhaps institutions in Ontario and BC, might be identified and inquiries conducted with key contacts to determine:

- program strengths and limitations;
- administrative strengths and limitations;
- how obstacles were overcome;
- what administrators and coordinators would do differently if given the chance;
- funding structures and sources; and,
- the role of governments in program evolution.

# **APPENDICES**

## Appendix A



26 June, 1995

## **Coop Education in the New Brunswick Community College System Research Project**

### **Introduction**

A primary goal of New Brunswick's Department of Advanced Education and Labour (DAEL) is to develop training programs that provide meaningful workplace knowledge and skills to both new and experienced members of the workforce. Cooperative education programs at the college level offer one approach to bridging school and work, particularly since hands-on work experience can ease the transition from school to the workplace.

### **Purpose**

The overall purpose of this study is to:

- explore the historical evolution of coop education and other transition activities in the college system;
- examine the current structure and identify key issues related to future program development and effectiveness; and
- consider the role to be played by private sector partners.

### **Overview**

DAEL and NBLFDB would approach this study in two phases.

**Phase I** would consist of identifying a brief but broad understanding of the context of cooperative education in New Brunswick. Factors to be considered during this initial investigation include:

- \* The structure of programs currently offered in the college system.
- \* The status of such programs within the overall aim, philosophy, and budget allocations of the various learning institutions.
- \* The historical development of these programs such as where, when, why, and how they were started, and sources for funding.

\* School and workplace partnerships in terms of how and with whom these are established, what criteria define an appropriate partnership, and what motivates employer participation.

\* The outcomes of these programs and their effectiveness as has been determined to date.

\* The documentation considered in designing and implementing cooperative education programs.

\* Any other related school-to-work transitional activities of the colleges.

\* A brief overview of institutions who place students in New Brunswick such as the University College of Cape Breton and Mt. St. Vincent's.

Information will be collected over a two week period beginning 26 June, 1995, with findings presented to representatives from DAEL and NBLFDB in a half-day briefing meeting on Tuesday, 11 July, 1995.

Based on the findings of phase one, representatives will then determine how to proceed with **phase two** of the study which would presumably entail interviews with the primary partners - NBCC instructors, workplace hosts, and coop students. For obvious reasons, Phase 2 may well be delayed until the Fall when students and staff return to the colleges.

## Methods

Methods for collecting information include a review of available documentation and interviews with key contacts. Interviews will be conducted with individuals responsible for cooperative education at both the federal and provincial government levels as well as staff at the two partnership campuses. An initial list of contacts includes:

Peter Fitzpatrick, DAEL, coop education  
Bernard-Marie Theriault, DAEL, coop education

Sheila Gautreau, HRDC, former coop education coordinator  
Raymond Landry, HRDC, coop education coordinator  
Raelene Currie, HRDC

Fearon Currie, NBCC, Saint John  
Sandra Doucette, NBCC, Dieppe

Gary Forsythe, Nova Scotia coop education coordinator, Lunenburg campus.

## Appendix B

## Consultation Contact List

### Department of Advanced Education and Labour

1. Senior Policy Analyst: Robert Parks (research project contact)
2. Executive Director of Planning Services: Dave Easby (research project contact)
3. Director, Program Coordination, Anglophone Campuses: Charles Ramsey (meeting at NBCC-SJ)
4. DAEL representative with the New Brunswick Association for Post-Secondary Cooperative Education and Anglophone Program Coordinator, Program Coordination Branch: Peter Fitzpatrick (personal interview)
5. Francophone Program Coordinator, Program Coordination Branch: Bernard-Marie Theriault (personal interview)

### Human Resources Development Canada - Fredericton

1. Youth Services Coordinator (Service Delivery): Raymond Landry (personal interview)
2. Research Analyst (Program Research and Development): Sheila Gautreau (telephone interview)
3. Senior Research Analyst: Cheryl O'Toole (telephone interview)

### New Brunswick Community College System

#### Saint John Campus

1. Principal, Cheryl Robertson (initial contact person)
2. Department Dean, Automotive, Construction, and Industrial Studies: George McCaughey (group meeting)
3. Campus Field Services Unit and Past President of the New Brunswick Association for Post-Secondary Cooperative Education: John Kelly (group meeting; personal interview; follow-up telephone discussions)
4. Department Head, Electronics: Malcolm Brett (group meeting and personal interview)
5. Dean, Community Services, Health, and Business Studies and Former Industrial Dean during Coop Ed. Implementation: Peter McGill (telephone interview)
6. Acting Manager of Campus Field Services Unit: Fearon Currie (group meeting)

Dieppe Campus

1. Coop Education Director: Dianne Levesque (personal interview)
2. Coop Education Coordinator: Sandra Doucet (personal interview)

University of New Brunswick

1. NBLFDB Member and Educator: Henry Cowan (personal interview)

Nova Scotia Community College System:

Lunenburg Campus

1. Cooperative Education Coordinator: Gary Forsythe (telephone interview)
2. Cooperative Education Contract Consultant: Corey Langille (telephone interview)

University College of Cape Breton

1. Director, Career Education and Placement Centre: Michelle Strenkowski (telephone interview)

## Appendix C



## COOPERATIVE EDUCATION GUIDE FOR APPLICANTS

### GENERAL INFORMATION

#### POINTS OF CONTACT

THIS GUIDE HAS BEEN PREPARED TO INTRODUCE YOU TO THE FEDERAL GOVERNMENT'S COOPERATIVE EDUCATION PROGRAM AND TO ASSIST YOU IN THE COMPLETION OF A PROPOSAL. ACCORDINGLY, PLEASE READ THIS GUIDE THOROUGHLY. SHOULD YOU THEN HAVE ANY QUESTIONS OR CONCERNS, PLEASE REFER TO THE PROVINCIAL/TERRITORIAL INFORMATION SHEET (IF AVAILABLE) OR CONTACT THE HUMAN RESOURCES CANADA DEVELOPMENT (FORMERLY EMPLOYMENT AND IMMIGRATION CANADA) OFFICE NEAREST YOU. ASSISTANCE MAY ALSO BE OBTAINED BY CONTACTING THE FOLLOWING NATIONAL ORGANIZATIONS:

#### FOR POST-SECONDARY LEVEL

##### PROPOSALS:

Canadian Association for Cooperative Education (CAFCE)  
National Office  
1209 King Street West, Suite 203  
Toronto, Ontario, M6K 1G2  
PHONE (416) 535-6993  
FAX (416) 535-3994

#### FOR SECONDARY LEVEL PROPOSALS:

Cooperative Career Work Education Association of Canada (CCWEAC)  
National Cooperative Education Centre  
2 King Street West  
Hamilton, Ontario, L8P 1A1  
PHONE (905) 523-6682  
FAX (905) 523-7753

Regional Cooperative Education organizations may also be contacted. For addresses see the provincial/territorial information sheet or contact the Human Resource and Labour Canada office nearest you.

#### INTRODUCTION

Human Resources Development Canada's (HRDC) Cooperative Education program is designed to encourage the growth of

work/study learning. It formally integrates a student's academic studies with work experience in cooperating employer organizations. For post-secondary students, the work experience is normally 50%, minimally 30%, of the time spent in academic study. For secondary the minimum is 200 hours in a school year.

Funds may be available to help offset the administrative costs associated with starting up a cooperative education project, significantly increasing the number of student placements per year in an established program (an increase in participants of approximately 50% over a 4 year period), or expanding into a new field of study. Specifically, funds are to be used for the salaries associated with the project, as well as for travel and other administrative costs.

The usual plan is for the student to alternate periods of work experience in appropriate fields of business, industry, government, social services and the professions in accordance with the following criteria:

- each work situation is developed and/or approved by the cooperative education institution as a suitable learning situation;
- the student is engaged in productive work based on a training plan, rather than merely observing;
- the post-secondary student receives remuneration for the work performed; secondary students need not receive any wage remuneration;
- the student's progress on the job is monitored by the educational institution;
- the student's performance on the job is supervised and evaluated by the student's employer;
- the total work experience is normally 50% of the time spent in academic study, and in no circumstances less than 30%; for secondary students, the minimum is 200 hours in a school year.

#### ELIGIBILITY

The following groups are eligible under Cooperative Education:

- secondary school boards;
- public and private post-secondary degree, certificate and diploma granting institutions recognized by the province/territory;
- Band councils where they are responsible for a secondary school board on the reserve; and
- Aboriginal controlled, private post-secondary institutions.

Universities and colleges are limited to one application per year. If, however, an institution has more than one geographically separate campus and commuting between them is not possible (roughly 100 km), each campus will be considered as a separate institution for the purpose of submitting an application. Secondary school boards may also be limited to one application.

#### PRIORITIES

A priority will be given to those projects that focus on the development of high demand skills, the participation of designated group members defined as women, Aboriginals, persons with disabilities and visible minorities or other identified regional priorities (see the provincial territorial information sheet or contact your local HRDC office for further information).

#### FUNDING LEVELS/ELIGIBLE COSTS

Each application is assessed individually and the recommended level of funding is determined by the size and scope of the project. Further, funding is contingent upon annual appropriations from Parliament, satisfactory project performance and continuing eligibility of the applicant. The maximum federal contribution for each project is \$200,000 (see Appendix B as an example) over a four-year period. Contributions from federal funds are matched by the applicant as follows:

| YEAR OF FEDERAL SUPPORT | MAXIMUM FEDERAL SHARE<br>(\$200,000) | MINIMUM NON-FEDERAL SHARE<br>(\$120,000) |
|-------------------------|--------------------------------------|------------------------------------------|
| 1                       | 85% (\$68,000)                       | 15% (\$12,000)                           |
| 2                       | 75% (\$60,000)                       | 25% (\$20,000)                           |
| 3                       | 55% (\$44,000)                       | 45% (\$36,000)                           |
| 4                       | 35% (\$28,000)                       | 65% (\$52,000)                           |

HRDC contributions may be used to:

- cover a portion of salaries for persons within the school system who instruct cooperative education students on work-orientation programs (e.g. life skills such as job search, job retention, working environment);
- help cover the cost of salaries and mandatory employment-related costs of staff hired or appointed to operate a new cooperative education project or an existing program which is to be expanded;
- cover cost of travel to contact employers, to arrange work stations and monitor student progress;
- cover cost of travel for the coordinator or his/her delegate to attend one national cooperative education conference in Canada and/or one regional cooperative education workshop each year, as well as the fees for summer institute courses;
- cover costs incurred by school boards for the use of a school bus to transport students to work sites if no other practical means of transportation is available;
- cover other overhead costs such as printing brochures, office supplies, telephone service, postage.

HRDC funds may not be used to cover:

- any costs related to proposal development;
- any expense incurred by students participating in the project;
- wages paid to a student employee by the employer;
- items for which funds have been or will be received from other federal or provincial/territorial government sources in support of cooperative education (work-study);
- the purchase or lease of equipment, furniture or other capital assets;
- the rental of premises;
- travel outside of Canada;
- consultant fees or honoraria;
- teacher salaries for in-school teaching, excluding work-orientation programs;
- recruitment activities to encourage students to enrol;
- computer hardware and software, purchase of computer time, programming, and rental of terminals for your project;

- individual or group membership fees in professional organizations including CAFCE or CCWEAC;
- additional course costs such as instructor wages for summer school

## HOW TO BEGIN

### INTRODUCTION

Prior to submitting a proposal, an overall feasibility study, including an UP-TO-DATE survey of employers, must be carried out at the applicant's own expense. The feasibility study should include, but not be limited to, the number of potential participants, employer response and acceptance, the scheduling of alternating academic and work terms, possible transportation difficulties, etc. Clear evidence of a favourable reception by employers is critical (see also page 2, Results of Employer Survey and page 4, Employer Acceptance).

An analysis which relates current labour market conditions and future labour market trends to the proposed program must be completed (see page 4, Employer Acceptance). In this respect, it may also be valuable to survey other related or neighbouring institution's Cooperative Education activities and plans in relation to the occupation proposed in your application.

Please note that Provincial/Territorial written approval for your proposal and a completed Labour Market Survey must be obtained and included with your application. If your application lacks either of these two items, it will be considered incomplete and will not be reviewed.

### APPLICATION GUIDELINES

The application consists of six elements, all of which must be included, in the order given below, for the application to be considered.

- Provincial/Territorial consent
- Results of Employer survey

- Cooperative Program Schedule
- Institution's Recent Calendar/Program Information Booklet
- Project Narrative
- Application for Cooperative Education - Form EMP 5076

Detailed instructions on the six elements are as follows:

### Provincial/Territorial Consent

A letter indicating provincial/territorial approval for the proposed project must be submitted.

### Results of Employer Survey

Provide a summary of the survey of employers as described in Employer Acceptance, including an interpretation of the results. The summary should be brief and consist of one or two pages (details of the survey are required in the narrative portion). If a post-secondary application involves more than one academic program, a separate survey summary is to be provided for each program

### Cooperative Program Schedule

The application must include a realistic program schedule which provides for alternating periods of full-time study and work experience (see Appendix A as an example). At the post-secondary level where more than one academic program is to be funded, a program schedule for each program is required.

For post-secondary students, "alternating" is defined as a sequence of study and work sessions. The schedule must end on an academic term. Programs with one work term are considered alternating if the work term meets the 30% criterion set out in the Introduction and the term commences after completion of 50% or more of the academic program. One work term, whether it be of a four-month or eight-month maximum duration, is considered alternating provided the total work experience represents, at minimum, 30% of the time spent in academic study. The average length of each work term must

be not less than 12 weeks in a 12 month period. Academic terms and work terms must be structured so that cooperative education students are available for work placements throughout the year. If the project does not provide for year-round work placements, an explanation must be provided. Projects which limit the work term to summer months are not eligible unless it can be shown that the work terms in the particular career are purely of a seasonal nature.

Provide a diagram of the proposed academic/work term schedule including the relevant year. Indicate the average cost per student placement per year. This is calculated by dividing the total real costs for each project year ("project cost" totals in box 32 of the Application Form) by the number of student placements in each year (box 13). The average cost per student placement for the four-year project is calculated by dividing the figure in box 33 by the figure in box 14. At the post-secondary level a continuous period of work with the same employer will normally be considered as one (long) work term (i.e. one placement).

Show the number of students to be placed in each work term in each year of the project and provide the start date. Show clearly whether the program is optional or mandatory. See Appendices A and B for an example of a post-secondary program schedule.

**NOTE:** The CAFCE Directory provides a variety of post-secondary schedules as models. See page 1 for address.

For secondary school students the work experience must be consistent with provincial requirements, but in no case be less than 200 hours in a school year. The proposal must clearly specify the number of weeks or hours of work experience to be provided to participants.

Provide a sample of an in-school/out-of-school student timetable that will accommodate the mandatory 200 hours of work experience. Provide an explanation of how the scheduling of the academic and work periods complies with provincial requirements.

#### Institution's Recent Calendar/Program Information Booklet

A recent calendar or official publication put out by your post-secondary institution or school board must accompany the application (one copy only).

#### Project Narrative

Applications are evaluated on the basis of the narrative provided. The narrative portion of your application is therefore extremely

important. It must respond to all criteria by number in the same sequence as set out in the Selection Criteria below. It must be typed, double-spaced, on plain white bond, with all pages numbered consecutively, and should not exceed 30 pages excluding appendices. It should be comprehensive but concise. Avoid making general statements. Be specific and provide statistical evidence where appropriate. Any appendix should be brief and should support the narrative.

#### SELECTION CRITERIA FOR PROJECT NARRATIVE

The cooperative education specialists assessing the applications look for specific evidence of the following items. Total possible points equal 200.

##### INTRODUCTION (The introduction is not graded)

The purpose of the introduction to the narrative is to give the experts grading the proposal a feel for the environment in which the applicant operates and, most importantly, an appreciation of the applicant's experience with and understanding of experiential learning and the institution's long-term commitment to this approach to preparing young people for the labour market. It is also intended to determine whether the institution is receiving other funding for cooperative education initiatives, either from HRDC, the provincial government, or other sources. The introduction should be no longer than two or three pages. It is suggested that graphs, charts, or other instruments used to illustrate points made in the introduction be included as appendices.

##### Institution's Geographical and Demographic Profile

Describe the geographic location of the institution in the province/territory as it relates to other large cities/towns/other provinces/territories. Explain whether this is a rural or urban area. Describe the population of the area including statistics relating to age and sex.

Describe the industries present in the area, employment within each industry, the major employers, and potential growth (economic trends).

Explain the following: when the institution was established; the number of teaching staff employed; the student population including the percentage of Aboriginals, women, visible minorities and students with disabilities; the faculties in the

institution and the programs offered (post-secondary); and any regional, geographic or population anomalies that may affect the delivery of a cooperative education program.

##### Involvement in Cooperative Education

Describe the management structure of all cooperative education programs currently operating in your institution, including a list of all cooperative programs with the number of placements per year, in each program. Please fill out the attached chart to help you with this section. In addition, please provide a current organizational chart for your institution.

At the secondary level, describe all work/study programs including those which do not meet the specific cooperative education criteria as previously outlined in this guide.

##### FUNDING

###### a) Federal Funding

Describe any cooperative education projects previously and presently funded federally, including: name of program(s); amount of funding per program; when funded; number of placements per year per program; present status of program(s). If your application is for the expansion of an existing program which has been previously funded, it is important to state the year in which funding began, the total amount of funding received per year, the total program staffing per year, and the actual number of students placed each work term over the funding period compared with the original projected placements. Further, please explain why you are expanding the program.

###### b) Other Funding

Describe any programs receiving other funding (i.e. provincial government, industry) for cooperative education initiatives.

##### INSTITUTIONAL COMMITMENT (Total Points 45)

It is important that the applicant has a clear understanding of the philosophy of cooperative education, its possibilities and limitations. Interface with CAFCE or CCWEAC, especially if the institution is attempting its first cooperative education program, is recommended. (Addresses for both associations are found on page 1.)

There must be a clear indication that the

application is supported by all personnel within the institution and, if possible, by the students. The establishment of a cooperative education advisory committee within the institution is a means of gaining this support. The applicant must furnish evidence of long-range planning, including provision for financing after federal assistance ends.

#### Rationale for Becoming Involved (5 points)

Provide a clear understanding of the underlying philosophy and nature of cooperative education, what it is and how it is practised in Canada. Outline the efforts made by the institution to gain knowledge and awareness of cooperative education, including names of persons whom you contacted for information. Describe why your institution is involved in cooperative education; that is, how does this program benefit your institution, students, employers, and the community. Describe why you are selecting this particular program(s) for cooperative education.

#### Project Planning (10 points)

Document the step-by-step process of approval for this project (e.g. excerpts of minutes of meetings, motions by the board approving the application, etc.). Provide documented evidence that you have contacted the following groups: administration, faculty, students, advisory committees, and employers. Describe any pilot work/study project(s) which may have taken place, the nature of the project(s) and the results.

#### Project Goals, Objectives, and Measurement of Goals (15 points)

State the goals to be achieved for the duration of the project and the year by year objectives to meet those goals. Include those objectives related to the designated target groups. State the number of students to be enrolled in the program and the number of student placements to be made each year. At the secondary level, goals should relate to the student groups involved, e.g. academic, at risk, learning impaired, and the area of study, e.g. business, hospitality, auto mechanic. Outline the methods to be used for measuring the success of each goal including qualitative and quantitative measurements.

#### Plan for Annual Project Review (5 points)

Outline a plan for annual project review and for the presentation of reports to senior officials of the learning institution.

#### Progress of Project

Name the person responsible for administering the project. State to whom the responsible person will report, and the method of reporting.

#### Project Effectiveness

Outline the evaluation procedures to be used

by students, by faculty, and by employers. Describe the instruments to be used, how they will be used, and by whom, e.g. questionnaires, personal feedback, group sessions.

#### Financial Commitment (10 points)

Provide clear evidence by the signing officers of a commitment and financial capacity to continue the project at the same or increased level after federal financial assistance ends, at the cost per placement level indicated in the fourth year of the project, including, if applicable, the additional costs to support this cooperative education project.

Some of the indicators that will show that the institution is committed to continuing the program after federal financial assistance ends are: a projected budget for the fifth year including objectives and staffing plans, a projection of increased applicant contributions in third and fourth years in excess of minimum levels required by the program, evidence that senior management has agreed to redirect monies from other sources to the co-op program, the introduction of a student co-op fee, etc.

Please supply a letter signed by the highest signing authority indicating the institution's willingness to continue this program after four years.

#### EMPLOYER ACCEPTANCE (Total Points 30)

##### Survey of Employers (25 points)

Provide clear evidence that a current survey of employers has been done, and that there is a sufficient number of appropriate work stations for students to support the proposed program (see page 2, Cooperative Program Schedule).

State the number and type of employers contacted (e.g. government, small business, corporations), the number of employers willing to hire students, and the occupational fields of prospective work placements and how they relate to studies in the program. Indicate the date on which the survey was completed. Provide a copy of the survey instruments. It is essential to include letters of support indicating willingness to hire students (it is preferable to have employers state specifically how many students they are willing to hire than to state "we support the program"). A representative sample of these letters should be attached as appendices.

Please note that student employees must not displace an existing employee, replace an employee on lay-off and awaiting notice or recall, or replace an employee absent as a result of a labour-management dispute. Where the workplace is unionized, union concurrence should be obtained.

Also, is it expected that the employers "contribute" the work experience for the students and as such opportunities offered by employers should not depend upon their receiving a government subsidy for this activity.

#### Labour Market Trends and Work Term Placements (5 points)

Provide a current and future labour market analysis (consult your local Canada Employment Centre) and show a relationship between the proposed project and these labour market trends.

Emphasis for secondary school proposals will be on labour market conditions and employment trends in the immediate geographic area and will not necessarily be tied to occupational areas.

#### PLAN OF OPERATION (Total Points 40)

##### Quality of Work Experience (10 points)

Provide a description of the mechanisms to be put in place to ensure that the quality of the work experience meets the standards and needs of the program. Outline the roles and responsibilities of the co-op department, the coordinator, the employers, and the students as they relate to determining job descriptions, on the job supervision, explaining performance expectations, reviewing students' performance, formal evaluation at end of work period, and the action to be taken if problems arise. A sample of a work placement profile, or job description, should be included in the appendix.

NOTE: Detailed information regarding monitoring should not be included in this section. It will be covered under "Monitoring Students and Record Keeping on page 5".

##### Tasks/Time Devoted to Achieve Stated Goals and Objectives (15 points)

Provide details for specific tasks and the percentage of time to be devoted to the project (who will do what, when, and how long it will take) to achieve the goals and objectives including those objectives related to the designated target groups (see Priorities). Specify by position and year of operation. Specific quantification

of tasks is preferable to general statements, e.g. "five teacher workshops of one day each" is preferable to "training for staff".

Include specific job descriptions for all positions for which you are seeking funding assistance.

#### Ratio of Staff to Students (5 points)

Outline the number of student work placements per staff to be hired/assigned per year of the program. Provide a rationale for your staffing requirements and relate to the number of placements per coordinator per year. Ratios will vary according to program and geographic location. At the post-secondary level, back-to-back work terms, with the same employer are to be counted as two work terms, but a rationale must be provided. Any enquiries regarding whether the proposed ratio is reasonable and appropriate should be referred to either CAFCE or CCWEAC.

#### Equality of Access for Students (10 points)

It is expected that every effort will be made to encourage the participation of designated group members, namely, women, Aboriginals, visible minorities and persons with disabilities. Describe how designated students have been or will be recruited for the co-op project. Explain how these initiatives have impacted or will impact favourably on disadvantaged and under-represented groups. (Note: Disabled persons are persons who have any persistent physical, mental, psychiatric, sensory or learning impairment.) Estimate the number to be recruited each year of the project and relate estimates to the current total student population, the current population of designated students at the institution, and to the number of designated students presently in co-op programs. The total number of designated students to be recruited over the four-year period is entered in boxes 19-22 of the Application Form.

#### INSTITUTIONAL ADAPTABILITY (Total Points 40)

##### Modifications to Curricula and Schedules (10 points)

Show the extent to which the applicant has modified or will modify the curriculum and the schedule of courses, semesters, and/or school timetable in order to accommodate the requirements (e.g. the required number of hours/weeks with the employer, year-round availability of post-secondary students, etc.) of the proposed co-op program. Clearly outline all changes made or to be made. Where co-op programs are currently operating and where few modifications are required, provide an explanation to this effect.

#### Sequence of Study and Work Periods (5 points)

The sequence of the work and study components should be clearly diagrammed, with evidence that the required number of out-of-school hours/weeks are to be met.

##### a) Post-Secondary Institutions

Ensure that the total length of the work experience is not less than 30% of the time spent in academic study and that the length of each work term is approximately equal to the length of each study term, or, for programs with one continuous work period, which exceeds 30% of the time in academic study, this period commences after completion of 50% or more of academic studies.

##### b) Secondary Institution

Ensure that the scheduling of academic and work periods complies with provincial Department of Education guidelines, and that work periods are not less than 200 hours in a school year per student. This may include a maximum of 20 hours of work orientation/pre-employment preparation.

#### Work Orientation/Pre-Employment Preparation (15 points)

Provide details of the work orientation/pre-employment preparation which will be offered to students prior to the co-op placement with reference to credits if applicable. Include details such as courses to be taught, course content (course outline must be provided as an appendix), hours of instruction, and qualifications of staff involved with presentations. Typical elements making up this portion of the project would involve skills assessment/career clarification, labour relations, safety, job-search techniques, résumé and covering letter writing, interview techniques, job maintenance skills (e.g. conflict resolution, goal-setting, problem-solving), work term expectations/goals, etc.

The average duration for the work orientation/pre-employment portion at the post-secondary level is 12 to 16 hours, with a normal minimum of 12 hours at the undergraduate level and eight hours at the graduate level.

Durations of this portion of the project vary at the secondary level. Generally 20 hours is appropriate and some sessions can last up to two weeks. A rationale should be included when

providing a work orientation/pre-employment portion of a shorter duration.

#### Evaluation of Work Term Learning (10 points)

Explain why pre-employment preparation is necessary. Describe how the learning in the work term will be integrated in the academic learning. Describe the tools or processes that are in place to assist the student to assess the work term or measure the learning that has taken place on the work term (e.g. work-term report, questionnaire, back to school interview, student daily diaries).

#### MONITORING STUDENTS AND RECORD KEEPING (Total Points 25)

##### Student Monitoring (13 points)

Frequent monitoring of student progress with an employer is an important part of the success of a co-op program. The quality of the monitoring is related to the experience of the person carrying out this function. The frequency will depend upon a number of factors including: location, type of employer, the individual student, the ratio of students to the coordinator, and the duration of time away from the educational institution.

At the post-secondary level there must be a minimum of one work site visit per work term. For work terms exceeding four months duration, student progress and performance must be monitored within the first four months as well as later in the work term.

At the secondary level, three worksite visits for each out-of-school credit, or a minimum of one visit every three weeks, is reasonable.

The monitoring responsibilities for each of the following should be outlined:

##### a) Coordinator

State how often contact will be made with students during the work term and the type of contact, e.g. telephone, on-site visits;

##### b) Employer

State the type of contact to be made, e.g. visual observations, written report, telephone report;

##### c) Student Self-Monitoring

State how the student will report progress, to whom, and how often.

The comprehensiveness of the instruments (forms) used to collect, store and retrieve data will be assessed. Such forms may include an on-site visit checklist, an employer evaluation, and a student evaluation. Attach as appendices.

#### Support Mechanisms (5 points)

Periodic consultation is required among the teacher-coordinator, teachers, counselling and guidance personnel and others responsible for a student's progress in a co-op program. The narrative should set out how often consultation will take place and the type of mechanisms to be put in place to ensure ongoing support during work semesters.

#### Recordkeeping System (5 points)

Evaluation of the students' progress is dependent upon having a recordkeeping system in place. Describe what is now used or will be used and attach relevant examples as appendices, including evidence of recognition of cooperative experience on the official student record.

#### Appropriate Wages (2 points)

Wages for students are normally only relevant at the post-secondary level. State how wage rates paid to students will be monitored to ensure fairness. Wage and salary survey guides prepared by provincial and federal governments, by related professional organizations, and by CAFCE are suggested sources of information on wages.

#### APPROPRIATE BUDGET AND CONTROL (Total Points 20)

##### Budget Rationale

A four-year operating budget for the project must be included in this section. All project costs should be outlined, including those not eligible for funding from HRDC but which will be incurred such as: computer costs, additional course costs such as instructor wages for summer school, and other unallowable costs as outlined on pages 1 and 2, Funding Levels/Eligible Costs. This will indicate the total financial commitment to the project by the institution.

Explain how you arrived at the cost of each line object on form EMP 5076. Be as explicit as possible. Please note that a rationale is required only for the costs eligible for funding from HRDC, i.e. salaries, MERCs, travel, and other allowable overhead costs covered in box 30. Try to anticipate possible questions regarding budget items and answer them.

##### Budget Control System

It must be shown that the institution or school board has a separate budget control system in place for the project to ensure that funds allocated or spent on the project can be readily identified.

##### APPROVAL PROCESS

Applications are assessed against the selection criteria. Each point must be addressed to ensure a complete proposal.

If an application is successful, a formal agreement will be signed between the applicant and HRDC. Approval of a project may be conditional upon specified improvements being made to the project.

Payments will be made every three months, subject to the submission of an approved claim form (EMP 5077) to HRDC.

If successful, applicants will be required to prepare and submit a statement of activities every three months (as part of the claim form), which will cover the current status of a project; the activities completed to date; activities planned for the next three months; an update on goals; and project problems. As well, annual reports that detail your program activities, number of participants (showing designated group information), rationale if goals/objectives have not been met and program accomplishments, must be submitted.

## **Appendix D**

## Post Secondary Co-operative Education

21

### PART 4

### STATISTICS

#### a) Students

**Table 6.** The number of Students registered at post secondary institutions across Canada; Students registered in *Post Secondary Co-operative Programs*; The percentage of Post secondary co-operative students per Province/Territory.

|                        | Registrations | Co-op Program | Percentage of Post secondary co-op |
|------------------------|---------------|---------------|------------------------------------|
| New Brunswick          | 24110         | 487           | 2%                                 |
| Alberta                | 76680         | 1791          | 2.3%                               |
| British Columbia       | 77030         | 7431          | 9.6%                               |
| Manitoba               | 25430         | 977           | 3.8%                               |
| Newfoundland           | 18180         | 1790          | 9.8%                               |
| Nova Scotia            | 33090         | 3072          | 9.2%                               |
| North West Territories | 290           | 26            | 8.9%                               |
| Ontario                | 345640        | 28981         | 8.3%                               |
| Québec                 | 315860        | 8493          | 2.7%                               |
| Saskatchewan           | 27160         | 1219          | 4.4%                               |
| Yukon                  | 565           | 31            | 5.5%                               |
| Prince Edward Island   | 4230          | 0             | 0%                                 |
| <b>Canada</b>          | <b>950265</b> | <b>54298</b>  | <b>5.7%</b>                        |

Source: Statistics Canada Catalogue 81-220, 1993-1994 & National Co-operative Education Directory.

Statistics found in Tables 7 through 10 and Tables 19 and 20 were collected from Co-op Education Coordinators, employed at the New Brunswick Post Secondary Institutions, participating in this study (see Annexe 3 - questionnaire).

## Appendix E

### SUMMARY

|                        |                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------|
| Work Terms 1985/86     | - conversion to Co-op (Data, Environmental, Chemical)                                                          |
| (Fall, Winter, Summer) | - no students available in Fall & Winter due to implementation                                                 |
| Fall                   | - 0 students eligible                                                                                          |
| Winter                 | - 0 students eligible                                                                                          |
| Summer (3 program)     | - <u>34</u> students - <u>29</u> placed = <u>85%</u>                                                           |
| Total                  | - 34 students - 29 placed = 85%                                                                                |
| Work Terms 1986/87     | - 3 programs (Data, Chemical, Environmental)                                                                   |
| Fall                   | - 0 students eligible                                                                                          |
| Winter (3 programs)    | - 28 students - 28 placed = 100%                                                                               |
| Summer (4 programs)    | - <u>39</u> students - <u>38</u> placed = <u>97%</u>                                                           |
| Total                  | - 67 students - 66 placed = 99%                                                                                |
| Work Terms 1987/88     | - 4 programs (Data, Environmental, Chemical, Marketing)                                                        |
| Fall (3 programs)      | - 25 students - 25 placed = 100%                                                                               |
| Winter (4 programs)    | - 37 students - 37 placed = 100%                                                                               |
| Summer (8 programs)    | - <u>93</u> students - <u>87</u> placed = <u>94%</u>                                                           |
| Total                  | - 155 students - 149 placed = 96%                                                                              |
| Work Terms 1988/89     | - 8 programs (Accounting, CIS, Marketing, Paralegal, Chemical, Environmental, Mechanical, Mineral)             |
| Fall (4 programs)      | - 35 students - 35 placed = 100%                                                                               |
| Winter (8 programs)    | - 69 students - 68 placed = 99%                                                                                |
| Summer (9 programs)    | - <u>119</u> students - <u>111</u> placed = <u>93%</u>                                                         |
| Total                  | - 223 students - 214 placed = 96%                                                                              |
| Work Terms 1989/90     | - 9 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Environmental, Mechanical, Mineral) |
| Fall (8 programs)      | - 66 students - 66 placed = 100%                                                                               |
| Winter (9 programs)    | - 92 students - 91 placed = 99%                                                                                |
| Summer (9 programs)    | - <u>106</u> students - <u>96</u> placed = <u>91%</u>                                                          |
| Total                  | - 264 students - 253 placed = 96%                                                                              |

# SUMMARY (continued)

## Work Terms 1990/91

- 10 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Environmental, Mechanical, Mineral)

|                      |                                                        |
|----------------------|--------------------------------------------------------|
| Fall (9 programs)    | - 85 students - 80 placed = 94%                        |
| Winter (9 programs)  | - 98 students - 91 placed = 93%                        |
| Summer (10 programs) | - <u>162</u> students - <u>120</u> placed = <u>74%</u> |
| Total                | - 345 students - 291 placed = 84%                      |

## Work Terms 1991/92

- 10 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Civil/Construction, Electrical/Electronic, Environmental, Mechanical)

|                      |                                                        |
|----------------------|--------------------------------------------------------|
| Fall (9 programs)    | - 106 students - 99 placed = 93%                       |
| Winter (10 programs) | - 138 students - 112 placed = 81%                      |
| Summer (10 programs) | - <u>177</u> students - <u>101</u> placed = <u>57%</u> |
| Total                | - 421 students - 312 placed = 74%                      |

## Work Terms 1992/93

- 10 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Civil/Construction, Electrical/Electronic, Environmental, Mechanical)

|                      |                                                        |
|----------------------|--------------------------------------------------------|
| Fall (10 programs)   | - 123 students - 106 placed = 86%                      |
| Winter (10 programs) | - 146 students - 100 placed = 68%                      |
| Summer (10 programs) | - <u>167</u> students - <u>117</u> placed = <u>70%</u> |
| Total                | - 436 students - 323 placed = 74%                      |

## Work Terms 1993/94

- 10 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Civil/Construction, Electrical/Electronic, Environmental, Mechanical)

|                      |                                                        |
|----------------------|--------------------------------------------------------|
| Fall (10 programs)   | - 132 students - 93 placed = 70%                       |
| Winter (10 programs) | - 131 students - 93 placed = 71%                       |
| Summer (10 programs) | - <u>168</u> students - <u>101</u> placed = <u>60%</u> |
| Total                | - 431 students - 287 placed = 66%                      |

## Work Terms 1994/95 (Technology)

- 10 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Civil/Construction, Electrical/Electronic, Environmental, Mechanical). Also, to be added are BBA and BACS 250 & 350.

|                      |                                                        |
|----------------------|--------------------------------------------------------|
| Fall (10 programs)   | - 130 students - 96 placed = 74%                       |
| Winter (10 programs) | - 127 students - 91 placed = 72%                       |
| Summer (10 programs) | - <u>179</u> students - <u>129</u> placed = <u>72%</u> |

Work Terms 1994/95 (continued)

|              |   |           |          |   |           |        |
|--------------|---|-----------|----------|---|-----------|--------|
| Fall (250)   | - | 80        | students | - | 80        | placed |
| Spring (250) | - | <u>16</u> | students | - | <u>16</u> | placed |
| Total (250)  | - | 96        | students | - | 96        | placed |

|              |   |           |          |   |           |        |
|--------------|---|-----------|----------|---|-----------|--------|
| Fall (350)   | - | 57        | students | - | 57        | placed |
| Spring (350) | - | <u>26</u> | students | - | <u>26</u> | placed |
| Total (350)  | - | 83        | students | - | 83        | placed |

|            |   |     |          |   |     |        |
|------------|---|-----|----------|---|-----|--------|
| Total BACS | - | 179 | students | - | 179 | placed |
|------------|---|-----|----------|---|-----|--------|

|              |   |   |          |   |   |        |
|--------------|---|---|----------|---|---|--------|
| Fall (BBA)   | - | 4 | students | - | 2 | placed |
| Winter (BBA) | - | 4 | students | - | 2 | placed |
| Summer (BBA) | - | 3 | students | - | 2 | placed |

|           |   |    |          |   |   |        |
|-----------|---|----|----------|---|---|--------|
| Total BBA | - | 11 | students | - | 6 | placed |
|-----------|---|----|----------|---|---|--------|

TOTAL ALL STUDENTS - 626 students - 501 placed = 80%

## **Appendix F**

### DEFINITION OF CO-OPERATIVE EDUCATION

A Co-operative Education Program is a program that formally integrates a student's academic studies with work experience in co-operative employer organizations. The usual plan is for the student to alternate periods of experience in appropriate fields of business, industry, government, social services and the professions according to the following criteria:

- i) Each work situation is developed and/or approved by the co-operative educational institution as a suitable learning situation.
- ii) The co-operative education student is engaged in productive work rather than merely observing.
- iii) The co-operative education student receives remuneration for the work performed.
- iv) The co-operative education student's progress on the job is monitored by the co-operative education institution.
- v) The co-operative education student's performance on the job is supervised and evaluated by the student's employer.
- vi) The total co-operative work experience is normally fifty percent of the time spent in academic study, and in no circumstances less than thirty percent.

#### Co-operative Education benefits for Students:

- i) Co-op education is one of the best ways to get around the "catch 22" which faces most students. "You need experience to get a job - but you need a job to get experience". Co-op education provides that opportunity to gain valuable work experience before a student graduates. This cumulative work experience becomes a valuable asset when its time to pursue a full-time career. In

### DÉFINITION DE L'ENSEIGNEMENT COOPÉRATIF

Un programme d'enseignement coopératif est un programme qui intègre formellement les études scolaires à l'expérience de travail au sein d'organisations qui participent à l'enseignement coopératif en tant qu'employeurs. Habituellement, l'élève alterne les périodes d'étude et de stage pour acquérir formation et expérience dans un domaine particulier des affaires, de l'industrie, des gouvernements, des services sociaux ou de toute autre profession en fonction des critères suivants:

- i) L'établissement d'enseignement coopératif préétablit et approuve chaque stage comme étant une situation d'apprentissage appropriée.
- ii) Les stagiaires effectuent un travail productif plutôt qu'une simple observation.
- iii) Les stagiaires sont rémunérés pour le travail effectué.
- iv) Les progrès des stagiaires sont contrôlés par l'établissement d'enseignement coopératif.
- v) Le rendement des stagiaires est supervisé et évalué par l'employeur.
- vi) L'ensemble des stages coopératifs équivaut habituellement à 50 % du temps consacré à l'enseignement théorique, mais ne peut jamais être inférieur à 30 %.

#### Avantages de l'enseignement coopératif pour les étudiants :

- i) L'enseignement coopératif est l'un des meilleurs moyens de sortir de la situation sans issue à laquelle sont confrontés les élèves: "ils faut de l'expérience pour obtenir un emploi, mais il faut un emploi pour obtenir de l'expérience." L'enseignement coopératif offre l'occasion d'acquérir l'expérience de travail tant recherchée avant

## Appendix G

### Suggested Reading References

- CAFCE Atlantic Research Committee (1994). *Cooperative Education in the Maritimes: A Statistical Profile*. Report prepared for the Maritime Provinces Higher Education Commission.
- Canadian Labour Force Development Board (1994). *Putting the pieces together: Toward a coherent transition system for Canada's labour force*. Ottawa: CLFDB.
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- Ryder, K., Wilson, J., & Associates (1987). *Cooperative Education in a New Era: Understanding and Strengthening the Links Between College and the Workplace*. London: Jossey-Bass.
- University of Manitoba (1985). *Transitions to Work*. The Institute for Social and Economic Research.



# Commission de mise en valeur de la main-d'œuvre du Nouveau-Brunswick

Rapport provisoire : phase I

L'enseignement coopératif  
dans le système  
du Collège communautaire  
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**Rapport provisoire : phase I**

**L'enseignement coopératif  
dans le système  
du Collège communautaire  
du Nouveau-Brunswick**

**le 10 août 1995**

## **COMMISSION DE MISE EN VALEUR DE LA MAIN- D'OEUVRE DU NOUVEAU-BRUNSWICK**

### **MISSION**

La Commission de mise en valeur de la main-d'oeuvre du Nouveau-Brunswick a pour mission d'exercer un leadership énergique dans le perfectionnement de la main-d'oeuvre pour doter la province d'une population active compétente. Ce faisant, elle doit aider les jeunes gens et les adultes à réaliser leur plein potentiel sur le plan professionnel, les entreprises néo-brunswickoises à accroître leur rendement et les travailleurs à hausser leur standard de vie et, par la même occasion, contribuer à améliorer l'économie provinciale.

### **MANDAT**

Le mandat de la Commission de la mise en valeur de la main d'oeuvre du Nouveau-Brunswick est d'offrir une direction stratégique en ce qui a trait à l'élaboration et à la mise en oeuvre d'une stratégie de la mise en valeur de la main d'oeuvre du secteur privé du Nouveau-Brunswick.

### **COMPOSITION de la COMMISSION**

Il y a des des postes désignés pour les entreprises, les syndicats, les éducateurs, les autochtones, les personnes handicapées, les minorités visibles, les femmes et le gouvernement (fédéral et provincial).

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## TABLE DES MATIÈRES

|                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------|----|
| 1. Contexte de l'étude.....                                                                              | 1  |
| 2. Aperçu de l'enseignement coopératif.....                                                              | 2  |
| Enseignement coopératif au Nouveau-Brunswick.....                                                        | 2  |
| CCNB-Saint John.....                                                                                     | 3  |
| CCNB-Dieppe.....                                                                                         | 4  |
| Observations générales.....                                                                              | 5  |
| Enseignement coopératif dans les autres provinces.....                                                   | 5  |
| University College of Cape Breton (UCCB).....                                                            | 6  |
| NSCC, campus de Lunenburg.....                                                                           | 7  |
| Comparaison des placements.....                                                                          | 8  |
| 3. Questions et obstacles perçus en matière de<br>développement de l'enseignement coopératif.....        | 8  |
| Mandat, orientation et profil incertains de l'enseignement<br>coopératif au collège.....                 | 8  |
| Obstacles accrus pour trouver des placements<br>professionnels.....                                      | 10 |
| Ressources financières à la baisse pour les<br>coordonnateurs, les élèves et les employeurs.....         | 12 |
| 4. Plan d'action recommandé.....                                                                         | 13 |
| 1. Résultats et répercussions de programmes<br>existants.....                                            | 15 |
| 2. Questions et possibilités aux yeux des partenaires.....                                               | 16 |
| 3. Cadre administratif pour le développement et les<br>activités dans l'avenir.....                      | 16 |
| Annexes                                                                                                  |    |
| A. Contexte de l'étude                                                                                   |    |
| B. Liste des personnes-ressources                                                                        |    |
| C. Guide de financement fédéral pour les demandeur                                                       |    |
| D. Profil canadien des étudiants inscrits aux<br>programmes postsecondaires d'enseignement<br>coopératif |    |
| E. Sommaire des périodes de travail — UCCB                                                               |    |
| F. Critères de programmes de l'ACEC                                                                      |    |
| G. Suggestions de références pour lecture                                                                |    |

## Remerciements

Toutes les personnes qui ont contribué à la présente recherche avaient un élément en commun : une date limite très ambitieuse, du départ à la fin. Il faut remercier les personnes suivantes, qui, dans les circonstances, ont modifié leur calendrier et ont trouvé le temps de contribuer au présent rapport : le personnel du MEST; le personnel de l'enseignement coopératif aux campus de Saint John et de Dieppe; le personnel de DRHC; les « promoteurs » de l'éducation coopérative au University College of Cape Breton et au Nova Scotia Community College, campus de Lunenburg.

En plus de leurs rôles dans leurs campus respectifs de Saint John et de Dieppe, John Kelly et Dianne Lévesque ont été d'un grand secours en leur capacité à la direction de la New Brunswick Association for Post-Secondary Coop Education (NBAPSE).

Henry Cowan, Bill Dixon, Maureen Michaud et Lorraine Silliphant, membres de la Commission de mise en valeur de la main-d'oeuvre du Nouveau-Brunswick, ainsi que Peter Fitzpatrick, de la NBAPSE, et Robert Parks, du MEST, ont aidé à élaborer l'approche envisagée après l'étape actuelle.

Elizabeth Sloat a été la principale chercheuse au cours du processus, et le présent rapport reflète ses compétences et son professionnalisme.

Patrick Flanagan,  
directeur général

# **L'enseignement coopératif dans le système du Collège communautaire du Nouveau-Brunswick**

## **Contexte de l'étude**

Le ministère de l'Enseignement supérieur et du Travail (MEST) a demandé l'aide de la Commission de mise en valeur de la main-d'oeuvre du Nouveau-Brunswick (CMMONB) en vue d'examiner le statut de l'enseignement coopératif dans le système du Collège communautaire du Nouveau-Brunswick (CCNB). L'objectif du MEST était d'explorer le statut et la structure de l'enseignement coopératif dans le système collégial, en vue de déterminer les questions pertinentes pour le développement futur des programmes (voir l'annexe A).

Le MEST et la CMMONB ont convenu d'aborder la présente étude en deux phases. Le présent rapport fait état des résultats de la phase I et il conclut en recommandant un plan d'action pour une recherche plus poussée. Toutefois, l'approche globale de la phase II ne sera fixée qu'une fois que le MEST, la CMMONB et d'autres auront eu l'occasion d'examiner les constatations décrites dans les pages qui suivent.

L'information dans le présent rapport a été recueillie du 26 juin au 10 juillet 1995 grâce à des interviews sur place, à des interviews téléphoniques (voir l'annexe B) et à un examen de documents clés en vue de déterminer de façon générale :

- la structure et le statut des programmes offerts actuellement dans le système collégial;
- l'évolution de ces programmes par le passé (où, quand, pourquoi et comment ils ont été lancés, par exemple) et les sources de financement;
- les résultats de ces programmes et leur efficacité, tel qu'il a été déterminé jusqu'à maintenant;
- les facteurs considérés dans la conception et la mise en oeuvre des programmes d'enseignement coopératif;
- les questions et les obstacles liés au développement de l'enseignement coopératif; et,

## EXAMEN DE L'ENSEIGNEMENT COOPÉRATIF AU CCB

- un bref aperçu d'autres établissements qui ont connu du succès, notamment ceux qui placent des élèves au Nouveau-Brunswick (University College of Cape Breton et Nova Scotia Community College, campus de Lunenburg).

### Aperçu de l'enseignement coopératif

#### **Enseignement coopératif au Nouveau-Brunswick**

De façon générale, l'enseignement coopératif attire l'attention dans le pays en 1985, au moment où le gouvernement fédéral annonce son initiative de financement de l'alternance travail-études à l'échelle du secondaire et du postsecondaire, comme élément du programme Amélioration de l'employabilité. Les conseils des écoles secondaires et les établissements postsecondaires deviennent alors admissibles pour présenter des demandes de subvention (voir l'annexe C) jusqu'à concurrence de 200 000 \$ sur quatre ans, les contributions étant réparties comme suit :

|           |              |                        |
|-----------|--------------|------------------------|
| année 1 : | 85 % fédéral | 15 % école ou collège; |
| année 2 : | 75 % fédéral | 25 % école ou collège; |
| année 3 : | 55 % fédéral | 45 % école ou collège; |
| année 4 : | 35 % fédéral | 65 % école ou collège. |

Les demandes de subvention approuvées dans le cas des établissements postsecondaires devaient répondre à des critères précis, dont trois éléments clés étaient

- des études de marché montrant la disponibilité d'emplois tant pendant qu'après le programme d'alternance travail-études;
- des éléments de preuve indiquant que l'établissement pourrait maintenir le programme une fois que le financement fédéral prendrait fin; et,
- un calendrier de programme se conformant aux lignes directrices dressées par l'Association canadienne de l'enseignement coopératif (ACEC) pour le programme d'études. Des caractéristiques clés du programme comprennent l'alternance des études et du travail — la période globale de travail devant correspondre de préférence à 50 %, mais à pas moins de 30 %, du temps total consacré aux études (voir l'annexe F).

En 1985, lorsque le gouvernement fédéral annonce son initiative d'alternance travail-études pour les écoles secondaires et les établissements postsecondaires, le ministère de l'Enseignement supérieur aurait décidé que seul le campus de Saint John présenterait une demande de financement, en vue de mettre en oeuvre trois programmes d'enseignement coopératif. On s'inquiétait apparemment que les efforts fédéraux soient une ingérence dans un domaine de compétence provinciale. C'est pourquoi un moratoire a été imposé sur l'utilisation ultérieure de fonds fédéraux en matière d'alternance travail-études jusqu'à ce que les programmes du

## EXAMEN DE L'ENSEIGNEMENT COOPÉRATIF AU CCNB

campus de Saint John soient mis en oeuvre et évalués. Ce moratoire a duré cinq ans, pendant lesquels les dépenses fédérales dans le domaine ont pris de l'ampleur dans d'autres provinces partout au pays.

Un examen subséquent de l'enseignement coopératif en 1990-1991 donne lieu, dans l'Entente Canada—Nouveau-Brunswick sur la mise en valeur de la main-d'oeuvre, à la recommandation portant que les fonds consacrés à l'alternance travail-études soient quadruplés et visent principalement le système des écoles secondaires, dans le contexte de l'initiative L'École avant tout lancée par le gouvernement.

Les nouveaux fonds débloqués en 1991 ont permis de mettre en oeuvre 26 programmes d'enseignement coopératif au Nouveau-Brunswick, totalisant 4 169 000 \$. La plupart des demandes ont été présentées par les écoles secondaires. Dieppe a été le seul nouveau campus à demander des fonds sous le régime de l'initiative, et ce, expressément pour son programme de techniques d'imprimerie.

En 1993-1994, DRHC entame un examen national de l'alternance travail-études. Les résultats de cet examen national sont peu éclairants sur le statut de l'enseignement coopératif au Nouveau-Brunswick, indiquant notamment que DRHC a fait des premières démarches en vue d'un processus d'examen plus détaillé.

À l'heure actuelle, le gouvernement fédéral ne finance aucune nouvelle initiative d'alternance travail-études.

### **CCNB-Saint John**

En 1989, CCNB-Saint John reçoit un total de 400 000 \$ sur quatre ans en fonds fédéraux-provinciaux partagés à 50-50, en plus d'un engagement provincial de 125 000 \$ pour les coûts de maintien à la fin de la période de quatre ans. Trois programmes existants, sur le campus, sont alors modifiés, passant de deux ans (20 mois) à trois ans (32 mois), en vue d'inclure l'option de l'enseignement coopératif, et ils sont offerts aux élèves en 1991 : technicien en génie électronique; technologie chimique; technologie du génie mécanique.

Parmi les 80 élèves qui s'inscrivent chaque année au programme de technicien en génie électronique, 20 sont acceptés à l'option de l'enseignement coopératif à la fin de la première année. (À l'heure actuelle, l'inscription à l'ensemble du programme se chiffre à 33 hommes et à 0 femme.) De 20 à 25 élèves en moyenne sont admis au programme obligatoire d'enseignement coopératif en technologie chimique. [À l'heure actuelle, l'inscription à l'ensemble du programme se chiffre à 21 hommes et à 20 femmes.] Avant 1995, sur les 60 élèves admis au programme de technologie du génie mécanique, 20 prenaient l'option de l'enseignement coopératif. L'inscription pour l'année scolaire 1994-1995 a été abaissée à 30, et l'option de l'enseignement coopératif a été éliminée, faute de pouvoir trouver des placements professionnels pour les élèves.

Chaque année, pas plus d'un ou deux élèves réussissent à obtenir un placement professionnel à l'extérieur du Nouveau-Brunswick.

### **CCNB-Dieppe**

Le campus ouvre en 1987. Ce n'est donc qu'en 1991 que le campus de Dieppe est prêt à demander des fonds à DRHC. En 1993, il met en oeuvre sa première option en enseignement coopératif, à savoir le programme de techniques d'imprimerie. Chaque année, un maximum de 12 élèves sont admis au programme d'enseignement coopératif. (En date de juin 1995, l'inscription à ce programme se chiffrait à 6 hommes et à 2 femmes.) Les placements professionnels se font dans des imprimeries un peu partout au Nouveau-Brunswick, à l'exception d'un élève placé à l'extérieur de la province pendant la deuxième période de travail en 1993-1994. Les placements pour 1994-1995 ne sont pas encore au point.

Les coordonnateurs de programme affirment tirer un avantage considérable de la participation de l'association provinciale des imprimeries au programme de l'enseignement coopératif, du point de vue des placements professionnels des élèves. La plupart des 100 entreprises d'imprimerie situées dans la province reçoivent à intervalles réguliers des envois postaux demandant des descriptions d'emploi pour affichage au collège. Des appels téléphoniques de suivi sont faits aux employeurs après chaque envoi postal, et nombre de ces derniers ont reçu ou recevront la visite d'un coordonnateur de programme.

En 1994, l'option marketing et l'option transport du programme de technologie des affaires sont ouvertes à l'enseignement coopératif. En tout, 40 élèves ont été admis à ce programme d'enseignement coopératif. (En date de juin 1995, l'inscription au programme se chiffrait à 22 hommes et à 12 femmes.)

L'option transport est différente, en ce sens qu'elle est financée séparément et seulement à court terme. Le campus de Dieppe a obtenu des fonds pour une année auprès du Logistic Institute, une association commerciale située à Toronto et s'intéressant aux questions en matière de transports. Cet institut participe actuellement à trois projets pilotes d'éducation coopérative au Canada, dont le programme à Dieppe. Les fonds visent à aider le campus pour ce qui est du travail administratif qu'exige la mise en oeuvre d'un nouveau programme d'enseignement coopératif. Le personnel de l'enseignement coopératif travaille actuellement à un vidéo promotionnel pour la télévision et à une stratégie de commercialisation.

Les coordonnateurs de programme sont préoccupés au sujet du maintien du programme une fois que les fonds de l'institut seront épuisés.

### **Observations générales**

L'évaluation des élèves, tant ceux du campus de Saint John que ceux de Dieppe, s'appuie sur des visites des lieux de travail par le coordonnateur de l'enseignement coopératif, d'habitude à raison d'une visite par période de travail, et il est demandé aux employeurs de remplir un formulaire d'évaluation à la fin de la période de placement. Le campus de Dieppe exige aussi que les élèves tiennent un registre de l'activité d'emploi pendant toute la durée de chaque période de travail, et les élèves rencontrent leur employeur une fois par mois pour fins d'évaluation. De tels efforts servent à déterminer le rendement individuel, mais nous n'avons constaté aucun mécanisme d'évaluation systématique du rendement global du programme, ni des résultats et des répercussions. Il faut dire que le rapport de la New Brunswick Association for Post-Secondary Cooperative Education, qui n'a pas encore été publié, s'efforce de découvrir certaines de ces données. Toutefois, l'association s'appuie elle aussi sur des études nationales pour la plus grande partie des renseignements à cet égard.

Les deux campus signalent que l'administration de l'enseignement coopératif coûte cher et exige une forte densité de main-d'oeuvre. Trouver des employeurs pour l'accueil durant la période de travail prend beaucoup de temps, surtout en raison du temps nécessaire pour expliquer et « vendre » l'éducation coopérative aux employeurs. Dans bien des cas, les coordonnateurs passent un temps considérable à faire la distinction entre, d'une part, l'enseignement coopératif offert par le collège et, d'autre part, les autres programmes qui comportent une composante de période de travail mais qui ne constituent pas, par définition, de l'éducation coopérative.

Le personnel du programme a aussi besoin d'un temps considérable pour visiter les lieux d'accueil et garder le contact, pendant les périodes de travail, avec les employeurs aussi bien que les élèves, afin de s'assurer qu'il n'y a pas de problèmes.

Les coordinateurs à Dieppe signalent aussi la nécessité d'un ferme engagement personnel de la part de ceux et celles qui font l'enseignement coopératif. Des fonds supplémentaires et un soutien administratif ne sont pas accordés; pourtant, la composante de la période de travail et l'année additionnelle du programme ajoutent considérablement à la charge de travail individuelle du personnel enseignant.

### **Enseignement coopératif dans les autres provinces**

D'autres provinces canadiennes offrent considérablement plus de programmes postsecondaires (collégiaux et universitaires) d'enseignement coopératif que les huit programmes offerts au Nouveau-Brunswick. L'Ontario vient au premier rang, avec

## **EXAMEN DE L'ENSEIGNEMENT COOPÉRATIF AU CCNB**

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environ 265 programmes. La Nouvelle-Écosse vient au quatrième rang, avec en gros 40 programmes. Sous un autre angle, 2 % de la population étudiante postsecondaire au Nouveau-Brunswick sont inscrits à des programmes d'enseignement coopératif, contre 5,7 % à l'échelle nationale (voir l'annexe D; selon la version préliminaire du rapport sur l'enseignement coopératif postsecondaire au Nouveau-Brunswick, préparé en mai 1995 par la New Brunswick Association for Post-Secondary Cooperative Education). En fait, le Nouveau-Brunswick vient au dernier rang pour ce qui est de la proportion de la population étudiante postsecondaire qui a accès à un tel programme de transition entre les études et le travail.

Un bref examen de l'enseignement coopératif en Ontario et en Nouvelle-Écosse montre que l'éducation coopérative est à la fois un important point de mire et une importante entreprise commerciale pour la plupart des établissements qui y participent. Le Nova Scotia Community College s'efforce actuellement d'étendre l'enseignement coopératif à l'ensemble de ses 18 campus, moyennant approbation d'une demande de 1 million de dollars en fonds fédéraux-provinciaux.

### ***University of Cape Breton (UCCB)***

Vers le milieu des années 80, UCCB met en oeuvre ses premières options en matière de programmes d'enseignement coopératif, après l'obtention de fonds au titre de l'initiative fédérale Alternance travail-études. Le campus dispose maintenant de son propre centre d'éducation professionnelle et de placement, afin de coordonner les placements en période de travail pour la plupart des programmes qui offrent une composante d'expérience de travail.

Une grande partie des efforts que le centre déploie en enseignement coopératif sont consacrés à trouver des employeurs, à placer des élèves et à surveiller les progrès de la période de travail. Seulement 3 à 5 % des élèves trouvent leur propre placement; le centre consacre donc un temps considérable à la recherche d'endroits de travail pour les élèves (voir l'annexe E, qui donne un aperçu du taux de réussite).

UCCB a en place une stratégie assez complète de commercialisation de l'enseignement coopératif. À tous les quatre mois, l'établissement poste plus de 3 000 lettres à des employeurs actuels ou potentiels, les encourageant à participer et demandant aux entreprises de faire parvenir tout avis d'emplois vacants qu'elles pourraient avoir. La liste d'envoi est mise à jour grâce aux contacts personnels, aux annonces dans les journaux et ainsi de suite. Les coordonnateurs assistent aux foires commerciales et tentent d'y recruter des employeurs; ils rédigent des articles pour des revues spécialisées, prennent la parole devant des clubs philanthropiques et recourent à tout autre moyen de recruter des employeurs.

Trouver des placements au Cap-Breton est difficile à cause du taux élevé de chômage dans la région. De nombreux employeurs qui

## **EXAMEN DE L'ENSEIGNEMENT COOPÉRATIF AU CCNB**

accueillent des élèves ne pourraient pas se permettre de participer si ce n'était des subventions salariales fournies par le gouvernement.

Les employeurs de la Nouvelle-Écosse peuvent présenter une demande au titre de l'un de deux principaux programmes. L'un est le Nova Scotia Economic Renewal Agency. Les entreprises du Cap-Breton, elles, peuvent avoir accès à des fonds au titre d'Entreprise Cap-Breton (ECB). L'office du renouveau économique fournit le moindre de 50 % ou 5 \$ de l'heure du salaire de l'élève pour un minimum de 35 heures par semaine et un maximum de 40 heures par semaine. ECB offre 3 \$ de l'heure comme subvention salariale.

En plus des droits de scolarité habituels, le collège exige aussi que les élèves paient, pour l'enseignement coopératif, des droits de scolarité qui sont l'équivalent des droits pour un cours de trois heures-crédits. Aux dires du collège, les droits de scolarité perçus pour l'année d'études additionnelle liée à la composante enseignement coopératif permettent de recouvrer les coûts d'administration de l'éducation coopérative.

Bien que la plupart des élèves trouvent des placements en Nouvelle-Écosse, d'autres sont placés dans des lieux de travail au Nouveau-Brunswick, tels que le ministère provincial des Transports, des cabinets d'experts-comptables et des bureaux de H&R Block. Il paraît que le collège se heurte à des problèmes de placements d'élèves dans des compagnies syndiquées en Nouvelle-Écosse, mais le centre s'efforce surtout de trouver des postes administratifs non syndiqués.

### ***NSCC, campus de Lunenburg***

Le campus de Lunenburg du Nova Scotia Community College compte 72 élèves inscrits à l'enseignement coopératif par année, sur une inscription de base de 400 élèves, en plus des 150 autres inscrits à des programmes de recyclage. Le campus offre actuellement un enseignement coopératif dans quatre programmes : technicien en électrotechnique; technicien en génie électrique et mécanique; services d'accueil; dessin d'architecture. C'est une année pilote pour le programme en dessin d'architecture, qui a une inscription maximale de 10 élèves. Les trois autres programmes ont une inscription moyenne de 20 élèves.

Les programmes d'enseignement coopératif sont d'habitude d'une durée de deux ans, dont un tiers du temps en moyenne est consacré à la composante en milieu de travail pendant les mois d'été (de juin à septembre ou de mai à octobre). Le campus de Lunenburg passe lui aussi une bonne partie de son temps à coordonner les placements professionnels des élèves; il assume également la responsabilité de présenter les demandes de subventions salariales pour le compte des employeurs. Le campus a son propre formulaire de demande que les employeurs doivent remplir. Une fois retourné au collège, le formulaire est alors envoyé aux responsables de l'un

## EXAMEN DE L'ENSEIGNEMENT COOPÉRATIF AU CCNB

ou l'autre de nombreux programmes fédéraux ou provinciaux de subventions salariales.

### **Comparaison des placements**

Le Nouveau-Brunswick et la Nouvelle-Écosse ont de nombreuses préoccupations en commun, par exemple trouver le nombre et le genre nécessaires d'employeurs pour accueillir les élèves. En même temps, selon le *Répertoire national de l'enseignement coopératif* publié par l'ACEC, les collèges communautaires du Nouveau-Brunswick ont cependant placé 115 élèves en 1994-1995, contre 377 pour la Nouvelle-Écosse pendant la même année :

| <u>Nouveau-Brunswick</u> |           | <u>Nouvelle-Écosse</u>  |            |
|--------------------------|-----------|-------------------------|------------|
| Dieppe                   | 52        | Institute of Technology | 14         |
| Saint John               | <u>63</u> | Campus de Kingston      | 26         |
|                          |           | Campus de Lunenburg     | 57         |
|                          |           | UCCB                    | <u>280</u> |
| Total                    | 115       |                         | 377        |

### **Questions et obstacles perçus en matière de développement de l'enseignement coopératif**

Les coordonnateurs de l'éducation coopérative, le personnel enseignant ainsi que les coordonnateurs de programme au MEST ont défini un certain nombre de questions liées à l'administration des programmes existants d'enseignement coopératif dans le système des collèges communautaires, liées à l'élargissement de l'éducation coopérative dans les programmes là où elle existe déjà et liées à la mise en oeuvre de l'enseignement coopératif dans des programmes nouveaux ou existants des campus.

Les questions ainsi définies sont examinées ci-après, sous les rubriques générales suivantes :

- mandat, orientation et profil incertains de l'enseignement coopératif au collège;
- obstacles accrus pour trouver des placements professionnels; et,
- ressources financières à la baisse pour les coordonnateurs, les élèves et les employeurs.

#### **Mandat, orientation et profil incertains de l'enseignement coopératif au collège**

1. L'enseignement coopératif n'a pas été perçu dans le passé comme une grande priorité pour le gouvernement.

2. Advenant que l'élargissement de l'enseignement coopératif au niveau collégial devienne un but primaire du gouvernement provincial, il faudrait que le gouvernement et les campus fassent

une évaluation des besoins en ressources et de la stratégie qui leur permettraient de réaliser un tel objectif. À l'heure actuelle, aucun consensus n'existe sur la question de savoir si des fonds accrus sont nécessaires pour élargir l'enseignement coopératif ou si une restructuration des ressources et des programmes est une meilleure approche.

3. Ni le gouvernement provincial ni les campus n'ont encore préparé un énoncé détaillé de politique sur l'enseignement coopératif, et les personnes interviewées aux deux niveaux maintiennent qu'il faut élaborer une telle politique. L'élaboration de cette politique devrait coïncider avec la définition du rôle et du but de l'enseignement coopératif à titre de programme de transition des études au travail au Nouveau-Brunswick, l'énonciation d'une vision à long terme, l'établissement d'objectifs et la mise au point d'une stratégie de commercialisation.

4. Les efforts déployés par les campus et le gouvernement provincial ne sont ni centralisés ni coordonnés. À l'heure actuelle, les campus individuels fonctionnent pratiquement de façon autonome, ce qui peut occasionner un chevauchement considérable, un double emploi, voire même de la compétition entre les campus pour ce qui est des programmes, des fonds et des placements. Des coordonnateurs de programme au ministère et sur les campus appuient l'idée d'un coordonnateur provincial, dont le rôle pourrait inclure au moins une partie des fonctions suivantes :

- définir les lignes directrices des programmes;
- diffuser au personnel du matériel sur les programmes et les programmes d'études;
- définir les cibles des programmes et des campus;
- promouvoir la sensibilisation et la participation des employeurs;
- servir de liaison avec les autres ministères;
- élaborer les politiques;
- mener des études de marché;
- établir des liens avec les associations d'industries visées par l'alternance travail-études;
- coordonner la prestation des programmes entre les divers campus;
- organiser des séances de perfectionnement professionnel;
- coordonner les évaluations des élèves sur les lieux de travail, ainsi que les critères d'évaluation; et,

- établir des liens en vue de placements pour des périodes de travail en des endroits à l'extérieur du rayon raisonnablement accessible aux campus individuels.

5. De nombreux établissements secondaires et postsecondaires, ainsi que le gouvernement (NB au Travail, programmes sous le régime de Planification de l'emploi), offrent actuellement des programmes comportant une expérience de travail sous une forme ou l'autre, la plupart de ces programmes étant désignés sous les génériques *alternance travail-études*, *enseignement coopératif* ou *éducation coopérative*. L'Association canadienne de l'enseignement coopératif a établi des critères précis qui définissent l'enseignement coopératif (voir l'annexe F). En réalité, nombre des programmes qui portent (par commodité) l'étiquette d'enseignement coopératif ne sont pas conformes aux paramètres de la définition formulée par l'association nationale.

Des coordonnateurs et des enseignants dans le domaine de l'éducation coopérative maintiennent qu'il faut réserver la désignation aux programmes qui répondent aux critères de l'ACEC, afin d'éliminer la confusion chez les élèves et les employeurs et afin d'établir une distinction entre l'enseignement coopératif et les autres programmes.

6. Il est manifeste qu'il existe peu de données sur les résultats et les répercussions de l'enseignement coopératif, ce qui rend difficile de déterminer une stratégie appropriée à long terme pour le développement des programmes. Dans les rares cas où des données pertinentes sont disponibles, les constatations formulées et les statistiques fournies sont souvent inconsistantes.

### **Obstacles accrus pour trouver des placements professionnels**

1. Le nombre élevé d'établissements secondaires et postsecondaires qui offrent actuellement une composante de période de travail pendant les études rend difficile de trouver des placements professionnels pour les élèves des collèges, en raison du nombre élevé de demandes adressées aux employeurs.

2. Il paraît aussi que les propriétaires d'entreprises dans le secteur privé invoquent la charge salariale comme un important élément dissuasif pour ce qui est de fournir des placements pendant la période de travail liée à l'enseignement coopératif. Dans bien des cas, les employeurs acceptent des élèves du secondaire parce qu'il s'agit de placements non rémunérés. Cela rend alors difficile aux collèges de trouver des placements. Il a été suggéré que le problème pourrait être abordé grâce à des programmes de subventions salariales financés par le gouvernement, comparables à ceux qu'offrent la Nouvelle-Écosse, ou alors grâce à des incitations fiscales offertes par le gouvernement et mises à la disposition d'employeurs prêts à participer à des programmes d'enseignement coopératif.

Par contre, des personnes contestent la sagesse et la durabilité d'une telle stratégie. De telles incitations pourraient ouvrir la porte à des abus et à un faible engagement des employeurs à l'égard du programme. De plus, selon la version préliminaire du rapport sur l'enseignement coopératif postsecondaire au Nouveau-Brunswick (p. 24), en date de mai 1995, préparé par la New Brunswick Association for Post-Secondary Cooperative Education, les propriétaires de petites entreprises, celles qui comptent en moyenne moins de 15 employés, affirment ne pas disposer du personnel de supervision nécessaire pour s'occuper des élèves inscrits au programme d'enseignement coopératif. Dans de tels cas, des programmes incitant les employeurs à engager des élèves ne seraient pas la seule solution ou même, forcément, la meilleure solution.

3. Les coordonnateurs de programme signalent que la décroissance des petites, moyennes et grandes entreprises a rendu difficile pour les collèges d'obtenir des placements pour les élèves.

4. Au Nouveau-Brunswick, les employeurs ne disposent pas d'une vaste gamme de disciplines d'enseignement coopératif parmi lesquelles choisir et ils ne peuvent donc accueillir des élèves, puisque ni les besoins de l'employeur ni ceux de l'employé ne peuvent être satisfaits.

5. La structure généralement acceptée de la période de travail, à savoir quatre périodes réparties sur trois ans, vise à donner aux élèves une expérience de travail pendant chacune des quatre saisons. Cette structure entrave parfois la participation des employeurs, puisque les élèves ne sont pas toujours disponibles pour travailler au moment où les employeurs ont besoin de personnel supplémentaire. (Énergie N.-B. et l'industrie de la construction sont deux exemples qui ont été donnés.)

6. Les coordonnateurs de programme et le personnel enseignant du CCNB-Saint John affirment que, dans certains cas, ils ont besoin de l'appui des syndicats pour placer des élèves dans des compagnies où ces élèves pourraient obtenir une expérience de travail pertinente. Cependant, les syndicats hésitent parfois à participer, surtout en période de décroissance de l'effectif des compagnies, parce que les élèves sont perçus comme des employés remplaçant les travailleurs réguliers.

7. Le campus de Saint John du CCNB signale aussi que des écarts considérables entre les salaires des élèves sont devenus un problème important, puisque certains élèves touchent seulement un salaire horaire de 6 \$ à 8 \$, tandis que d'autres élèves placés en milieu syndical touchent un salaire horaire beaucoup plus élevé, sans compter des avantages complets et la possibilité de travailler des heures supplémentaires rémunérées. Il paraît que des élèves ont gagné un salaire de l'ordre de 15 000 \$ à 20 000 \$ en quatre mois.

Un tel écart salarial suscite, est-il indiqué, deux problèmes clés. D'une part, les élèves choisissent, pour la période de travail, des

placements en fonction de la rémunération plutôt que de la pertinence de l'expérience de travail dont ils ont besoin. D'autre part, les élèves qui touchent un revenu élevé semblent surestimer leurs compétences, ce qui les motive moins à viser l'excellence sur les lieux de travail.

Les représentants des campus ont appris en cours de discussion avec la direction des compagnies que les salaires fixés par les conventions collectives ne peuvent pas être modifiés unilatéralement par le patronat. Le personnel des campus n'a pas encore parlé aux représentants syndicaux en vue de chercher une solution, mais il estime qu'il faut saisir de la question les autorités compétentes.

Le campus de Dieppe ne s'est pas encore heurté au problème, peut-être parce que l'enseignement coopératif y est nouveau et parce que, jusqu'à maintenant, le campus n'a encore eu à placer que 12 élèves d'un seul programme, à savoir les techniques d'imprimerie.

8. Les autres provinces et territoires offrent beaucoup plus de programmes d'enseignement coopératif postsecondaire, en comparaison du Nouveau-Brunswick. Il paraît que ces autres provinces, particulièrement la Nouvelle-Écosse, placent un certain nombre d'élèves dans des entreprises néo-brunswickoises, ce qui ne fait qu'aggraver le problème de trouver des placements pour les élèves du CCNB.<sup>1</sup>

### **Ressources financières à la baisse pour les coordonnateurs, les élèves et les employeurs**

1. Des fonds fédéraux ne sont plus offerts pour lancer des programmes d'enseignement coopératif, et des fonds ne sont pas accessibles pour l'administration et le maintien des programmes effectivement mis en oeuvre. Le financement doit provenir du budget des campus. Or, comme il n'est pas toujours considéré comme essentiel au moment où les campus doivent faire face à des compressions budgétaires, l'enseignement coopératif est pris comme dans un étau. Il paraît que le budget de 125 000 \$ pour l'administration de l'enseignement coopératif au campus de Saint John a été réaffecté à d'autres domaines, en raison des restrictions liées au financement.

2. Les programmes d'enseignement coopératif comportent des fonctions administratives qui leur sont propres, par contraste avec les autres programmes collégiaux. L'enseignement coopératif a donc des besoins financiers particuliers, dont il n'est pas tenu compte à l'heure actuelle dans les affectations budgétaires aux campus.

<sup>1</sup> Il a été difficile d'obtenir des données sur le nombre réel d'élèves du Nova Scotia Community College placés au Nouveau-Brunswick. Nous avons pu déterminer que UCCB a placé 9 élèves au Nouveau-Brunswick pendant la période de travail à l'été 1995, dont 7 provenaient du Nouveau-Brunswick.

Les coordonnateurs de programme à Saint John aussi bien qu'à Moncton conviennent qu'un coordonnateur à plein temps et au moins une personne de soutien sont nécessaires pour l'administration de l'enseignement coopératif sur les campus. Trouver des employeurs, placer des élèves et surveiller ou évaluer les élèves pendant chaque période de travail sont, dans l'administration globale de l'enseignement coopératif, des tâches particulièrement intenses en main-d'oeuvre.

Outre les coûts administratifs, les frais de déplacement hors province font l'objet de fortes restrictions. Pourtant, les coordonnateurs soutiennent que les déplacements sont essentiels pour entretenir des contacts avec les employeurs actuels et potentiels et, de façon générale, promouvoir l'éducation coopérative. De plus, des employeurs pour l'accueil des élèves doivent être trouvés non seulement sur place mais aussi à l'échelle du Nouveau-Brunswick et dans d'autres régions du Canada.<sup>2</sup>

Les coordonnateurs et les enseignants ont aussi besoin de fonds pour les activités de perfectionnement professionnel qui se déroulent à l'échelle de la région de l'Atlantique et du Canada. L'association nationale, à savoir l'ACEC, de même que les organismes qui y sont affiliés dans la région de l'Atlantique, tiennent chaque année un certain nombre de séances de perfectionnement professionnel.

3. Une troisième préoccupation exprimée par les coordonnateurs de programme des deux campus est l'application des règlements sur l'assurance-chômage par les divers CEC dans la région. Il y a chez les élèves et les coordonnateurs une perception selon laquelle les bureaux n'appliquent pas les mêmes critères d'admissibilité à tous les élèves. La question semble importante, puisque les coordonnateurs des deux campus y voient un problème. Il faudrait que la situation soit abordée et clarifiée.

### Plan d'action recommandé

Pour une gamme de raisons expliquées antérieurement, l'enseignement coopératif n'a pas pris de l'ampleur aussi rapidement au Nouveau-Brunswick que dans d'autres provinces.

S'agit-il d'un problème?

La province devrait-elle faire de l'enseignement coopératif une plus grande priorité du gouvernement?

S'il est décidé que l'enseignement coopératif apporterait une contribution précieuse à la stratégie de développement des ressources humaines du Nouveau-Brunswick — et la Commission de mise en valeur de la main-d'oeuvre du Nouveau-Brunswick

<sup>2</sup> On nous a dit que, en des endroits très compétitifs à l'extérieur de la province, il est demandé aux compagnies de s'inscrire pour cinq ans, garantissant ainsi qu'elles n'accepteront pas des élèves d'autres établissements!

## EXAMEN DE L'ENSEIGNEMENT COOPÉRATIF AU CCNB

estime que c'est le cas —, il faudrait alors élaborer un cadre administratif cohérent et un plan d'action.

En vue d'aborder la question de la priorité à accorder à l'enseignement coopératif, le gouvernement pourrait vouloir d'abord clarifier le rôle que les programmes de transition des études au travail en général doivent jouer dans la mise en valeur de la main-d'oeuvre du Nouveau-Brunswick. Bref, comment les programmes de transition des études au travail s'insèrent-ils dans la stratégie gouvernementale de mise en valeur de la main-d'oeuvre?

- Quels visées, priorités, projets, principes, buts et objectifs les deux paliers de gouvernement ont-ils établis pour le développement des programmes de transition des études au travail?
- Quels sont les critères pour l'élaboration, la mise en oeuvre et l'évaluation des programmes?
- Quels groupes d'élèves et d'employeurs ont été ciblés?
- Quels sont les éléments communs et les différences entre l'enseignement coopératif et d'autres programmes d'expérience de travail tels que la formation des apprentis, les stages, le jumelage-observation et autres programmes gouvernementaux?
- Quelle priorité le Nouveau-Brunswick, le gouvernement fédéral et d'autres gouvernements provinciaux accordent-ils maintenant et prévoient-ils accorder dans l'avenir aux programmes de transition des études au travail?

Le bien-fondé, les modèles et les principes de la programmation en matière de transition des études au travail font l'objet de discussion considérable dans la documentation depuis un certain temps (voir l'annexe G, qui donne des suggestions de références pour lecture). Le gouvernement du Nouveau-Brunswick n'a pas besoin de prévoir beaucoup de temps et de ressources pour arriver à une position sur les programmes de transition des études au travail. Le court délai recommandé pour effectuer de la recherche sur le sujet permettrait en même temps au MEST de procéder à la collecte des données pertinentes sur les résultats et les répercussions des programmes existants, qui est une des trois activités décrites ci-après. Il est fortement recommandé de procéder immédiatement à la collecte de ces données, puisque les statistiques en question ne sont pas faciles à obtenir. La nature des renseignements qui doivent être compilés est telle que, en toute probabilité, ils se révéleraient utiles dans un certain nombre de cas et de contextes.

Le rapport du Groupe de travail sur la transition vers l'emploi, *Assembler les pièces du casse-tête : Pour un système cohérent de transition vers l'emploi au Canada* (avril 1994), préparé pour la Commission canadienne de mise en valeur de la main-d'oeuvre (CCMMO), affirme que la programmation en matière de transition

joue un rôle central dans le processus de faire passer les gens du chômage vers un emploi valorisant (à plus long terme et à temps plein). La Commission de mise en valeur de la main-d'oeuvre du Nouveau-Brunswick appuie la position de la CCMMO.

Un énoncé clair et détaillé de la position du gouvernement du Nouveau-Brunswick sur les programmes de transition des études au travail fournirait un cadre commun de compréhension aux participants et aux intervenants en matière d'élaboration des programmes d'enseignement coopératif. Une fois un tel cadre défini, les recommandations suivantes liées à la recherche pourraient suivre les principes établis pour la programmation en matière de transition des études au travail.

La recherche à effectuer au cours de la phase II du présent projet devrait viser à aider le gouvernement à évaluer la priorité qu'il faudrait accorder dans l'avenir à l'enseignement coopératif et à évaluer le cadre organisationnel qui conviendrait le mieux à l'administration des programmes. Il serait des plus utile de se pencher sur les trois domaines suivants.

### **1. Résultats et répercussions de programmes existants**

Des renseignements plus concluants sont nécessaires quant aux répercussions et aux résultats des diplômés de programmes d'enseignement coopératif, en vue d'évaluer l'efficacité d'une telle forme de programmation en matière de transition des études au travail. Des questions possibles à examiner seraient les suivantes :

- Qui participe à la programmation en matière d'éducation coopérative? Dans quelle mesure cette dernière est-elle accessible aux élèves des établissements postsecondaires?
- Quel est le pourcentage des élèves inscrits en éducation coopérative qui mènent à terme leurs programmes?
- Combien de diplômés trouvent des emplois? Comment le chiffre se compare-t-il avec le taux d'emploi des diplômés qui n'ont pas choisi l'option de l'éducation coopérative?
- Comment les salaires des élèves inscrits en éducation coopérative se comparent-ils à ceux des élèves inscrits aux programmes réguliers d'études générales?
- Combien d'élèves inscrits en éducation coopérative sont engagés par les employeurs qui les avaient accueillis pendant la période d'expérience de travail?
- Dans quelles régions les élèves inscrits en éducation coopérative trouvent-ils des emplois, comparativement aux élèves inscrits aux programmes réguliers d'études générales?

**2. Questions et possibilités aux yeux des partenaires**

Il est également critique que les questions soulevées antérieurement soient examinées du point de vue de tous les partenaires. Élèves, personnel enseignant, responsables de l'accueil sur les lieux de travail (y compris l'employeur et les employés), associations représentant les industries, administration des campus—tous ont leur propre point de vue sur la façon d'aborder les questions liées au développement futur de l'enseignement coopératif. Par exemple :

- Quels sont les avantages perçus de l'enseignement coopératif?
- Quelles sont les vues des employeurs, aussi bien les participants que les non-participants?
- Pourquoi des employeurs optent-ils de participer à l'enseignement coopératif, et, inversement, pourquoi d'autres optent-ils de ne pas y participer?
- Quels sont les obstacles auxquels se heurtent les employeurs qui accueillent des élèves sur les lieux de travail? Comment certains des problèmes pourraient-ils être réglés?
- Comment s'occupe-t-on des préoccupations liées au déplacement de la main-d'oeuvre existante? Comment pourrait-on mieux s'en occuper?
- Quelle opinion de l'enseignement coopératif se font l'administration et le personnel enseignant qui représentent l'ensemble des campus du CCNB? Quels sont leurs besoins et les questions qui les préoccupent?
- De quelle formation, s'il y a lieu, le personnel enseignant en matière d'éducation éducative a-t-il besoin?
- Quels sont les besoins et les préoccupations du gouvernement en ce qui a trait à la mise en oeuvre de l'enseignement coopératif?
- Sur le plan de la rentabilité, comment l'enseignement coopératif qui se donne dans les collèges se compare-t-il avec les autres programmes postsecondaires de transition des études au travail?

**3. Cadre administratif pour le développement et les activités dans l'avenir**

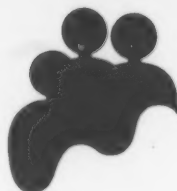
Un cadre administratif pour l'enseignement coopératif devrait être élaboré afin d'éviter les erreurs commises par d'autres établissements dans le domaine, tout en en tirant des leçons et en misant sur les points forts de ces derniers. Des établissements clés tels que UCCB, et peut-être des établissements en Ontario et en

Colombie-Britannique, pourraient être retenus en exemples, puis des demandes de renseignements pourraient être adressées à des personnes-ressources clés en vue de déterminer :

- les points forts et les contraintes des programmes;
- les points forts et les contraintes sur le plan administratif;
- la façon dont les obstacles ont été surmontés;
- ce que l'administration et les coordonnateurs feraient différemment s'ils en avaient la possibilité;
- la structure et les sources de financement; et,
- le rôle des gouvernements dans l'évolution des programmes.

# **ANNEXES**

## **Annexe A**



le 26 juin 1995

**Projet de recherche sur l'enseignement coopératif dans le  
système du  
Collège communautaire du Nouveau-Brunswick**

**Introduction**

Un but primaire du ministère de l'Enseignement supérieur et du Travail (MEST) du Nouveau-Brunswick est d'élaborer des programmes de formation qui fournissent des connaissances et des compétences significatives sur le lieu de travail, tant aux nouveaux membres qu'aux membres expérimentés de la population active. Les programmes d'enseignement coopératif au niveau collégial sont une façon de passer des études au travail, surtout parce qu'une expérience pratique peut faciliter la transition des études au marché du travail.

**But**

Le but global de la présente étude est

- d'explorer l'évolution, par le passé, de l'enseignement coopératif et des autres activités de transition dans le système collégial;
- d'examiner la structure actuelle et de dégager les questions clés qui sont liées au développement et à l'efficacité des programmes dans l'avenir;
- d'envisager le rôle que les partenaires du secteur privé auront à jouer.

**Aperçu**

Le MEST et la CMMONB entendent aborder la présente étude en deux phases.

191 Prospect Street, 2nd Floor  
P.O. Box 216, Station A  
Fredericton, NB E3B 4Y9  
Telephone (506) 457-1277 Fax. (506) 459-1544

191 rue Prospect, 2<sup>e</sup> étage  
C.P. 216, Succ. A  
Fredericton, NB E3B 4Y9  
Téléphone (506) 457-1277 Télécopieur (506) 459-1544

La **phase I** dégagera, de façon brève mais générale, le contexte de l'enseignement coopératif au Nouveau-Brunswick. Les facteurs à examiner au cours de ce stade initial comprennent :

- \* la structure des programmes offerts actuellement dans le système collégial;
- \* le statut de ces programmes en ce qui a trait au but global, aux principes et aux affectations budgétaires des divers établissements d'enseignement;
- \* l'évolution de ces programmes par le passé (où, quand, pourquoi et comment ils ont été lancés, par exemple) et les sources de financement;
- \* les partenariats travail-études : comment et avec qui il faudrait établir ces partenariats; quels critères définissent un partenariat approprié; ce qui motive la participation des employeurs;
- \* les résultats des programmes en question et leur efficacité, tel qu'il a été déterminé jusqu'à maintenant;
- \* la documentation examinée pour la conception et la mise en oeuvre des programmes d'enseignement coopératif;
- \* toute autre activité des collèges, en matière de transition des études au travail;
- \* un bref aperçu d'établissements qui placent des élèves au Nouveau-Brunswick, tels que le University College of Cape Breton et Mount Saint Vincent.

Les renseignements seront recueillis sur une période de deux semaines à compter du 26 juin 1995, et les constatations seront présentées à des représentants du MEST et de la CMMONB au cours d'une séance d'information d'une demi-journée, le mardi 11 juillet 1995.

Selon les constatations de la phase I, les représentants détermineront alors comment procéder à la **phase II** de l'étude, qui, il est supposé, comporterait des interviews avec les principaux partenaires : personnel enseignant du CCNB; responsables de l'accueil sur les lieux de travail; élèves inscrits à l'enseignement

coopératif. Pour des raisons évidentes, il se pourrait bien que la phase II soit reportée à l'automne, après la rentrée des élèves et du personnel enseignant des collèges.

### **Méthodes**

Les méthodes de collecte de l'information comprennent un examen de la documentation disponible, de même que des interviews avec des personnes-ressources clés. Des interviews seront menées auprès des responsables de l'enseignement coopératif au palier du gouvernement fédéral aussi bien que provincial, ainsi qu'auprès du personnel des deux campus faisant partie du partenariat. Voici la liste initiale des personnes-ressources :

Peter Fitzpatrick, MEST, enseignement coopératif;  
Bernard-Marie Thériault, MEST, enseignement coopératif;

Sheila Gautreau, DRHC, ancienne coordonnatrice, alternance travail-études;  
Raymond Landry, DRHC, coordonnateur, alternance travail-études;  
Raelene Currie, DRHC;

Fearon Currie, CCNB-Saint John;  
Sandra Doucette, CCNB-Dieppe;

Gary Forsythe, coordonnateur de l'enseignement coopératif en Nouvelle-Écosse, campus de Lunenburg.

**Annexe B**

## Consultation Contact List

### Department of Advanced Education and Labour

1. Senior Policy Analyst: Robert Parks (research project contact)
2. Executive Director of Planning Services: Dave Easby (research project contact)
3. Director, Program Coordination, Anglophone Campuses: Charles Ramsey (meeting at NBCC-SJ)
4. DAEL representative with the New Brunswick Association for Post-Secondary Cooperative Education and Anglophone Program Coordinator, Program Coordination Branch: Peter Fitzpatrick (personal interview)
5. Francophone Program Coordinator, Program Coordination Branch: Bernard-Marie Theriault (personal interview)

### Human Resources Development Canada - Fredericton

1. Youth Services Coordinator (Service Delivery): Raymond Landry (personal interview)
2. Research Analyst (Program Research and Development): Sheila Gautreau (telephone interview)
3. Senior Research Analyst: Cheryl O'Toole (telephone interview)

### New Brunswick Community College System

#### Saint John Campus

1. Principal, Cheryl Robertson (initial contact person)
2. Department Dean, Automotive, Construction, and Industrial Studies: George McCaughey (group meeting)
3. Campus Field Services Unit and Past President of the New Brunswick Association for Post-Secondary Cooperative Education: John Kelly (group meeting, personal interview, follow-up telephone discussions)
4. Department Head, Electronics: Malcolm Brett (group meeting and personal interview)
5. Dean, Community Services, Health, and Business Studies and Former Industrial Dean during Coop Ed. Implementation: Peter McGill (telephone interview)
6. Acting Manager of Campus Field Services Unit: Fearon Currie (group meeting)

Dieppe Campus

1. Coop Education Director: Dianne Levesque (personal interview)
2. Coop Education Coordinator: Sandra Doucet (personal interview)

University of New Brunswick

1. NBLFDB Member and Educator: Henry Cowan (personal interview)

Nova Scotia Community College System:

Lunenburg Campus

1. Cooperative Education Coordinator: Gary Forsythe (telephone interview)
2. Cooperative Education Contract Consultant: Corey Langille (telephone interview)

University College of Cape Breton

1. Director, Career Education and Placement Centre: Michelle Strenkowski (telephone interview)

**Annexe C**



## COOPERATIVE EDUCATION GUIDE FOR APPLICANTS

### GENERAL INFORMATION

#### POINTS OF CONTACT

THIS GUIDE HAS BEEN PREPARED TO INTRODUCE YOU TO THE FEDERAL GOVERNMENT'S COOPERATIVE EDUCATION PROGRAM AND TO ASSIST YOU IN THE COMPLETION OF A PROPOSAL. ACCORDINGLY, PLEASE READ THIS GUIDE THOROUGHLY. SHOULD YOU THEN HAVE ANY QUESTIONS OR CONCERNS, PLEASE REFER TO THE PROVINCIAL/TERRITORIAL INFORMATION SHEET (IF AVAILABLE) OR CONTACT THE HUMAN RESOURCES CANADA DEVELOPMENT (FORMERLY EMPLOYMENT AND IMMIGRATION CANADA) OFFICE NEAREST YOU. ASSISTANCE MAY ALSO BE OBTAINED BY CONTACTING THE FOLLOWING NATIONAL ORGANIZATIONS:

#### FOR POST-SECONDARY LEVEL PROPOSALS:

Canadian Association for Cooperative Education (CAFCE)  
National Office  
1209 King Street West, Suite 203  
Toronto, Ontario, M6K 1G2  
PHONE (416) 535-6993  
FAX (416) 535-3994

#### FOR SECONDARY LEVEL PROPOSALS:

Cooperative Career Work Education Association of Canada (CCWEAC)  
National Cooperative Education Centre  
2 King Street West  
Hamilton, Ontario, L8P 1A1  
PHONE (905) 523-6682  
FAX (905) 523-7753

Regional Cooperative Education organizations may also be contacted. For addresses see the provincial/territorial information sheet or contact the Human Resource and Labour Canada office nearest you.

#### INTRODUCTION

Human Resources Development Canada's (HRDC) Cooperative Education program is designed to encourage the growth of

work/study learning. It formally integrates a student's academic studies with work experience in cooperating employer organizations. For post-secondary students, the work experience is normally 50%, minimally 30%, of the time spent in academic study. For secondary the minimum is 200 hours in a school year.

Funds may be available to help offset the administrative costs associated with starting up a cooperative education project, significantly increasing the number of student placements per year in an established program (an increase in participants of approximately 50% over a 4 year period), or expanding into a new field of study. Specifically, funds are to be used for the salaries associated with the project, as well as for travel and other administrative costs.

The usual plan is for the student to alternate periods of work experience in appropriate fields of business, industry, government, social services and the professions in accordance with the following criteria:

- each work situation is developed and/or approved by the cooperative education institution as a suitable learning situation;
- the student is engaged in productive work based on a training plan, rather than merely observing;
- the post-secondary student receives remuneration for the work performed; secondary students need not receive any wage remuneration;
- the student's progress on the job is monitored by the educational institution;
- the student's performance on the job is supervised and evaluated by the student's employer;
- the total work experience is normally 50% of the time spent in academic study, and in no circumstances less than 30%; for secondary students, the minimum is 200 hours in a school year.

#### ELIGIBILITY

The following groups are eligible under Cooperative Education:

- secondary school boards;
- public and private post-secondary degree, certificate and diploma granting institutions recognized by the province/territory;
- Band councils where they are responsible for a secondary school board on the reserve; and
- Aboriginal controlled, private post-secondary institutions.

Universities and colleges are limited to one application per year. If, however, an institution has more than one geographically separate campus and commuting between them is not possible (roughly 100 km), each campus will be considered as a separate institution for the purpose of submitting an application. Secondary school boards may also be limited to one application.

#### PRIORITIES

A priority will be given to those projects that focus on the development of high demand skills, the participation of designated group members defined as women, Aborigines, persons with disabilities and visible minorities or other identified regional priorities (see the provincial territorial information sheet or contact your local HRDC office for further information).

#### FUNDING LEVELS/ELIGIBLE COSTS

Each application is assessed individually and the recommended level of funding is determined by the size and scope of the project. Further, funding is contingent upon annual appropriations from Parliament, satisfactory project performance and continuing eligibility of the applicant. The maximum federal contribution for each project is \$200,000 (see Appendix B as an example) over a four-year period. Contributions from federal funds are matched by the applicant as follows:

| YEAR OF FEDERAL SUPPORT | MAXIMUM FEDERAL SHARE<br>(\$200,000) | MINIMUM NON-FEDERAL SHARE<br>(\$120,000) |
|-------------------------|--------------------------------------|------------------------------------------|
| 1                       | 85% (\$68,000)                       | 15% (\$12,000)                           |
| 2                       | 75% (\$60,000)                       | 25% (\$20,000)                           |
| 3                       | 55% (\$44,000)                       | 45% (\$36,000)                           |
| 4                       | 35% (\$28,000)                       | 65% (\$52,000)                           |

HRDC contributions may be used to:

- cover a portion of salaries for persons within the school system who instruct cooperative education students on work-orientation programs (e.g. life skills such as job search, job retention, working environment);
- help cover the cost of salaries and mandatory employment-related costs of staff hired or appointed to operate a new cooperative education project or an existing program which is to be expanded;
- cover cost of travel to contact employers, to arrange work stations and monitor student progress;
- cover cost of travel for the coordinator or his/her delegate to attend one national cooperative education conference in Canada and/or one regional cooperative education workshop each year, as well as the fees for summer institute courses.
- cover costs incurred by school boards for the use of a school bus to transport students to work sites if no other practical means of transportation is available.
- cover other overhead costs such as printing brochures, office supplies, telephone service, postage.

HRDC funds may not be used to cover:

- any costs related to proposal development;
- any expense incurred by students participating in the project;
- wages paid to a student employee by the employer;
- items for which funds have been or will be received from other federal or provincial/territorial government sources in support of cooperative education (work-study);
- the purchase or lease of equipment, furniture or other capital assets;
- the rental of premises;
- travel outside of Canada;
- consultant fees or honoraria;
- teacher salaries for in-school teaching, excluding work-orientation programs;
- recruitment activities to encourage students to enrol;
- computer hardware and software, purchase of computer time, programming, and rental of terminals for your project;

- individual or group membership fees in professional organizations including CAFCE or CCWEAC;
- additional course costs such as instructor wages for summer school

## HOW TO BEGIN

### INTRODUCTION

Prior to submitting a proposal, an overall feasibility study, including an UP-TO-DATE survey of employers, must be carried out at the applicant's own expense. The feasibility study should include, but not be limited to, the number of potential participants, employer response and acceptance, the scheduling of alternating academic and work terms, possible transportation difficulties, etc. Clear evidence of a favourable reception by employers is critical (see also page 2, Results of Employer Survey and page 4, Employer Acceptance).

An analysis which relates current labour market conditions and future labour market trends to the proposed program must be completed (see page 4, Employer Acceptance). In this respect, it may also be valuable to survey other related or neighbouring institution's Cooperative Education activities and plans in relation to the occupation proposed in your application.

Please note that Provincial/Territorial written approval for your proposal and a completed Labour Market Survey must be obtained and included with your application. If your application lacks either of these two items, it will be considered incomplete and will not be reviewed.

### APPLICATION GUIDELINES

The application consists of six elements, all of which must be included, in the order given below, for the application to be considered.

- Provincial/Territorial consent
- Results of Employer survey

- Cooperative Program Schedule
- Institution's Recent Calendar/Program Information Booklet
- Project Narrative
- Application for Cooperative Education - Form EMP 5076

Detailed instructions on the six elements are as follows:

#### Provincial/Territorial Consent

A letter indicating provincial/territorial approval for the proposed project must be submitted.

#### Results of Employer Survey

Provide a summary of the survey of employers as described in Employer Acceptance, including an interpretation of the results. The summary should be brief and consist of one or two pages (details of the survey are required in the narrative portion). If a post-secondary application involves more than one academic program, a separate survey summary is to be provided for each program

#### Cooperative Program Schedule

The application must include a realistic program schedule which provides for alternating periods of full-time study and work experience (see Appendix A as an example). At the post-secondary level where more than one academic program is to be funded, a program schedule for each program is required.

For post-secondary students, "alternating" is defined as a sequence of study and work sessions. The schedule must end on an academic term. Programs with one work term are considered alternating if the work term meets the 30% criterion set out in the Introduction and the term commences after completion of 50% or more of the academic program. One work term, whether it be of a four-month or eight-month maximum duration, is considered alternating provided the total work experience represents, at minimum, 30% of the time spent in academic study. The average length of each work term must

be not less than 12 weeks in a 12 month period. Academic terms and work terms must be structured so that cooperative education students are available for work placements throughout the year. If the project does not provide for year-round work placements, an explanation must be provided. Projects which limit the work term to summer months are not eligible unless it can be shown that the work terms in the particular career are purely of a seasonal nature.

Provide a diagram of the proposed academic/work term schedule including the relevant year. Indicate the average cost per student placement per year. This is calculated by dividing the total real costs for each project year ("project cost" totals in box 32 of the Application Form) by the number of student placements in each year (box 13). The average cost per student placement for the four-year project is calculated by dividing the figure in box 33 by the figure in box 14. At the post-secondary level a continuous period of work with the same employer will normally be considered as one (long) work term (i.e. one placement).

Show the number of students to be placed in each work term in each year of the project and provide the start date. Show clearly whether the program is optional or mandatory. See Appendices A and B for an example of a post-secondary program schedule.

**NOTE:** The CAFCE Directory provides a variety of post-secondary schedules as models. See page 1 for address.

For secondary school students the work experience must be consistent with provincial requirements, but in no case be less than 200 hours in a school year. The proposal must clearly specify the number of weeks or hours of work experience to be provided to participants.

Provide a sample of an in-school/out-of-school student timetable that will accommodate the mandatory 200 hours of work experience. Provide an explanation of how the scheduling of the academic and work periods complies with provincial requirements.

#### Institution's Recent Calendar/Program Information Booklet

A recent calendar or official publication put out by your post-secondary institution or school board must accompany the application (one copy only).

#### Project Narrative

Applications are evaluated on the basis of the narrative provided. The narrative portion of your application is therefore extremely

important. It must respond to all criteria by number in the same sequence as set out in the Selection Criteria below. It must be typed, double-spaced, on plain white bond, with all pages numbered consecutively, and should not exceed 30 pages excluding appendices. It should be comprehensive but concise. Avoid making general statements. Be specific and provide statistical evidence where appropriate. Any appendix should be brief and should support the narrative.

#### SELECTION CRITERIA FOR PROJECT NARRATIVE

The cooperative education specialists assessing the applications look for specific evidence of the following items. Total possible points equal 200.

##### INTRODUCTION (The introduction is not graded)

The purpose of the introduction to the narrative is to give the experts grading the proposal a feel for the environment in which the applicant operates and, most importantly, an appreciation of the applicant's experience with and understanding of experiential learning and the institution's long-term commitment to this approach to preparing young people for the labour market. It is also intended to determine whether the institution is receiving other funding for cooperative education initiatives, either from HRDC, the provincial government, or other sources. The introduction should be no longer than two or three pages. It is suggested that graphs, charts, or other instruments used to illustrate points made in the introduction be included as appendices.

##### Institution's Geographical and Demographic Profile

Describe the geographic location of the institution in the province/territory as it relates to other large cities/towns/other provinces/territories. Explain whether this is a rural or urban area. Describe the population of the area including statistics relating to age and sex.

Describe the industries present in the area, employment within each industry, the major employers, and potential growth (economic trends).

Explain the following: when the institution was established; the number of teaching staff employed; the student population including the percentage of Aboriginals, women, visible minorities and students with disabilities; the faculties in the

institution and the programs offered (post-secondary); and any regional, geographic or population anomalies that may affect the delivery of a cooperative education program.

##### Involvement in Cooperative Education

Describe the management structure of all cooperative education programs currently operating in your institution, including a list of all cooperative programs with the number of placements per year, in each program. Please fill out the attached chart to help you with this section. In addition, please provide a current organizational chart for your institution.

At the secondary level, describe all work/study programs including those which do not meet the specific cooperative education criteria as previously outlined in this guide.

##### FUNDING

###### a) Federal Funding

Describe any cooperative education projects previously and presently funded federally, including: name of program(s); amount of funding per program; when funded; number of placements per year per program; present status of program(s). If your application is for the expansion of an existing program which has been previously funded, it is important to state the year in which funding began, the total amount of funding received per year, the total program staffing per year, and the actual number of students placed each work term over the funding period compared with the original projected placements. Further, please explain why you are expanding the program.

###### b) Other Funding

Describe any programs receiving other funding (i.e. provincial government, industry) for cooperative education initiatives.

##### INSTITUTIONAL COMMITMENT (Total Points 45)

It is important that the applicant has a clear understanding of the philosophy of cooperative education, its possibilities and limitations. Interface with CAFCE or CCWEAC, especially if the institution is attempting its first cooperative education program, is recommended. (Addresses for both associations are found on page 1.)

There must be a clear indication that the

application is supported by all personnel within the institution and, if possible, by the students. The establishment of a cooperative education advisory committee within the institution is a means of gaining this support. The applicant must furnish evidence of long-range planning, including provision for financing after federal assistance ends.

**Rationale for Becoming Involved** (5 points)  
Provide a clear understanding of the underlying philosophy and nature of cooperative education, what it is and how it is practised in Canada. Outline the efforts made by the institution to gain knowledge and awareness of cooperative education, including names of persons whom you contacted for information. Describe why your institution is involved in cooperative education; that is, how does this program benefit your institution, students, employers, and the community. Describe why you are selecting this particular program(s) for cooperative education.

**Project Planning** (10 points)  
Document the step-by-step process of approval for this project (e.g. excerpts of minutes of meetings, motions by the board approving the application, etc.). Provide documented evidence that you have contacted the following groups: administration, faculty, students, advisory committees, and employers. Describe any pilot work/study project(s) which may have taken place, the nature of the project(s) and the results.

**Project Goals, Objectives, and Measurement of Goals** (15 points)  
State the goals to be achieved for the duration of the project and the year by year objectives to meet those goals. Include those objectives related to the designated target groups. State the number of students to be enrolled in the program and the number of student placements to be made each year. At the secondary level, goals should relate to the student groups involved, e.g. academic, at risk, learning impaired, and the area of study, e.g. business, hospitality, auto mechanic. Outline the methods to be used for measuring the success of each goal including qualitative and quantitative measurements.

**Plan for Annual Project Review** (5 points)  
Outline a plan for annual project review and for the presentation of reports to senior officials of the learning institution.

**Progress of Project**  
Name the person responsible for administering the project. State to whom the responsible person will report, and the method of reporting.

**Project Effectiveness**  
Outline the evaluation procedures to be used

by students, by faculty, and by employers. Describe the instruments to be used, how they will be used, and by whom, e.g. questionnaires, personal feedback, group sessions.

**Financial Commitment** (10 points)  
Provide clear evidence by the signing officers of a commitment and financial capacity to continue the project at the same or increased level after federal financial assistance ends, at the cost per placement level indicated in the fourth year of the project, including, if applicable, the additional costs to support this cooperative education project.

Some of the indicators that will show that the institution is committed to continuing the program after federal financial assistance ends are: a projected budget for the fifth year including objectives and staffing plans, a projection of increased applicant contributions in third and fourth years in excess of minimum levels required by the program, evidence that senior management has agreed to redirect monies from other sources to the co-op program, the introduction of a student co-op fee, etc.

Please supply a letter signed by the highest signing authority indicating the institution's willingness to continue this program after four years.

#### **EMPLOYER ACCEPTANCE** (Total Points 30)

**Survey of Employers** (25 points)  
Provide clear evidence that a current survey of employers has been done, and that there is a sufficient number of appropriate work stations for students to support the proposed program (see page 2, Cooperative Program Schedule).

State the number and type of employers contacted (e.g. government, small business, corporations), the number of employers willing to hire students, and the occupational fields of prospective work placements and how they relate to studies in the program. Indicate the date on which the survey was completed. Provide a copy of the survey instruments. It is essential to include letters of support indicating willingness to hire students (it is preferable to have employers state specifically how many students they are willing to hire than to state "we support the program"). A representative sample of these letters should be attached as appendices.

Please note that student employees must not displace an existing employee, replace an employee on lay-off and awaiting notice or recall, or replace an employee absent as a result of a labour-management dispute. Where the workplace is unionized, union concurrence should be obtained.

Also, is it expected that the employers "contribute" the work experience for the students and as such opportunities offered by employers should not depend upon their receiving a government subsidy for this activity.

#### **Labour Market Trends and Work Term Placements** (5 points)

Provide a current and future labour market analysis (consult your local Canada Employment Centre) and show a relationship between the proposed project and these labour market trends.

Emphasis for secondary school proposals will be on labour market conditions and employment trends in the immediate geographic area and will not necessarily be tied to occupational areas.

#### **PLAN OF OPERATION** (Total Points 40)

**Quality of Work Experience** (10 points)  
Provide a description of the mechanisms to be put in place to ensure that the quality of the work experience meets the standards and needs of the program. Outline the roles and responsibilities of the co-op department, the coordinator, the employers, and the students as they relate to determining job descriptions, on the job supervision, explaining performance expectations, reviewing students' performance, formal evaluation at end of work period, and the action to be taken if problems arise. A sample of a work placement profile, or job description, should be included in the appendix.

**NOTE:** Detailed information regarding monitoring should not be included in this section. It will be covered under "Monitoring Students and Record Keeping on page 5".

#### **Tasks/Time Devoted to Achieve Stated Goals and Objectives** (15 points)

Provide details for specific tasks and the percentage of time to be devoted to the project (who will do what, when, and how long it will take) to achieve the goals and objectives including those objectives related to the designated target groups (see Priorities). Specify by position and year of operation. Specific quantification

of tasks is preferable to general statements, e.g. "five teacher workshops of one day each" is preferable to "training for staff".

Include specific job descriptions for all positions for which you are seeking funding assistance.

#### Ratio of Staff to Students (5 points)

Outline the number of student work placements per staff to be hired/assigned per year of the program. Provide a rationale for your staffing requirements and relate to the number of placements per coordinator per year. Ratios will vary according to program and geographic location. At the post-secondary level, back-to-back work terms, with the same employer are to be counted as two work terms, but a rationale must be provided. Any enquiries regarding whether the proposed ratio is reasonable and appropriate should be referred to either CAFCE or CCWEAC.

#### Equality of Access for Students (10 points)

It is expected that every effort will be made to encourage the participation of designated group members, namely, women, Aboriginals, visible minorities and persons with disabilities. Describe how designated students have been or will be recruited for the co-op project. Explain how these initiatives have impacted or will impact favourably on disadvantaged and under-represented groups. (Note: Disabled persons are persons who have any persistent physical, mental, psychiatric, sensory or learning impairment.) Estimate the number to be recruited each year of the project and relate estimates to the current total student population, the current population of designated students at the institution, and to the number of designated students presently in co-op programs. The total number of designated students to be recruited over the four-year period is entered in boxes 19-22 of the Application Form.

#### INSTITUTIONAL ADAPTABILITY (Total Points 40)

##### Modifications to Curricula and Schedules (10 points)

Show the extent to which the applicant has modified or will modify the curriculum and the schedule of courses, semesters, and/or school timetable in order to accommodate the requirements (e.g. the required number of hours/weeks with the employer, year-round availability of post-secondary students, etc.) of the proposed co-op program. Clearly outline all changes made or to be made. Where co-op programs are currently operating and where few modifications are required, provide an explanation to this effect.

#### Sequence of Study and Work Periods (5 points)

The sequence of the work and study components should be clearly diagrammed, with evidence that the required number of out-of-school hours/weeks are to be met.

##### a) Post-Secondary Institutions

Ensure that the total length of the work experience is not less than 30% of the time spent in academic study and that the length of each work term is approximately equal to the length of each study term, or, for programs with one continuous work period, which exceeds 30% of the time in academic study, this period commences after completion of 50% or more of academic studies.

##### b) Secondary Institution

Ensure that the scheduling of academic and work periods complies with provincial Department of Education guidelines, and that work periods are not less than 200 hours in a school year per student. This may include a maximum of 20 hours of work orientation/pre-employment preparation.

#### Work Orientation/Pre-Employment Preparation (15 points)

Provide details of the work orientation/pre-employment preparation which will be offered to students prior to the co-op placement with reference to credits if applicable. Include details such as courses to be taught, course content (course outline must be provided as an appendix), hours of instruction, and qualifications of staff involved with presentations. Typical elements making up this portion of the project would involve skills assessment/career clarification, labour relations, safety, job-search techniques, résumé and covering letter writing, interview techniques, job maintenance skills (e.g. conflict resolution, goal-setting, problem-solving), work term expectations/goals, etc.

The average duration for the work orientation/pre-employment portion at the post-secondary level is 12 to 16 hours, with a normal minimum of 12 hours at the undergraduate level and eight hours at the graduate level.

Durations of this portion of the project vary at the secondary level. Generally 20 hours is appropriate and some sessions can last up to two weeks. A rationale should be included when

providing a work orientation/pre-employment portion of a shorter duration.

#### Evaluation of Work Term Learning (10 points)

Explain why pre-employment preparation is necessary. Describe how the learning in the work term will be integrated in the academic learning. Describe the tools or processes that are in place to assist the student to assess the work term or measure the learning that has taken place on the work term (e.g. work-term report, questionnaire, back to school interview, student daily diaries).

#### MONITORING STUDENTS AND RECORD KEEPING (Total Points 25)

##### Student Monitoring (13 points)

Frequent monitoring of student progress with an employer is an important part of the success of a co-op program. The quality of the monitoring is related to the experience of the person carrying out this function. The frequency will depend upon a number of factors including: location, type of employer, the individual student, the ratio of students to the coordinator, and the duration of time away from the educational institution.

At the post-secondary level there must be a minimum of one work site visit per work term. For work terms exceeding four months duration, student progress and performance must be monitored within the first four months as well as later in the work term.

At the secondary level, three worksite visits for each out-of-school credit, or a minimum of one visit every three weeks, is reasonable.

The monitoring responsibilities for each of the following should be outlined:

##### a) Coordinator

State how often contact will be made with students during the work term and the type of contact, e.g. telephone, on-site visits;

##### b) Employer

State the type of contact to be made, e.g. visual observations, written report, telephone report;

##### c) Student Self-Monitoring

State how the student will report progress, to whom, and how often.

The comprehensiveness of the instruments (forms) used to collect, store and retrieve data will be assessed. Such forms may include an on-site visit checklist, an employer evaluation, and a student evaluation. Attach as appendices.

#### Support Mechanisms (5 points)

Periodic consultation is required among the teacher-coordinator, teachers, counselling and guidance personnel and others responsible for a student's progress in a co-op program. The narrative should set out how often consultation will take place and the type of mechanisms to be put in place to ensure ongoing support during work semesters.

#### Recordkeeping System (5 points)

Evaluation of the students' progress is dependent upon having a recordkeeping system in place. Describe what is now used or will be used and attach relevant examples as appendices, including evidence of recognition of cooperative experience on the official student record.

#### Appropriate Wages (2 points)

Wages for students are normally only relevant at the post-secondary level. State how wage rates paid to students will be monitored to ensure fairness. Wage and salary survey guides prepared by provincial and federal governments, by related professional organizations, and by CAFCE are suggested sources of information on wages.

#### APPROPRIATE BUDGET AND CONTROL

(Total Points 20)

##### Budget Rationale

A four-year operating budget for the project must be included in this section. All project All project costs should be outlined, including those not eligible for funding from HRDC but which will be incurred such as: computer costs, additional course costs such as instructor wages for summer school, and other unallowable costs as outlined on pages 1 and 2, Funding Levels/Eligible Costs. This will indicate the total financial commitment to the project by the institution.

Explain how you arrived at the cost of each line object on form EMP 5076. Be as explicit as possible. Please note that a rationale is required only for the costs eligible for funding from HRDC, i.e. salaries, MERCs, travel, and other allowable overhead costs covered in box 30. Try to anticipate possible questions regarding budget items and answer them.

#### Budget Control System

It must be shown that the institution or school board has a separate budget control system in place for the project to ensure that funds allocated or spent on the project can be readily identified.

#### APPROVAL PROCESS

Applications are assessed against the selection criteria. Each point must be addressed to ensure a complete proposal.

If an application is successful, a formal agreement will be signed between the applicant and HRDC. Approval of a project may be conditional upon specified improvements being made to the project.

Payments will be made every three months, subject to the submission of an approved claim form (EMP 5077) to HRDC.

If successful, applicants will be required to prepare and submit a statement of activities every three months (as part of the claim form), which will cover the current status of a project; the activities completed to date; activities planned for the next three months; an update on goals; and project problems. As well, annual reports that detail your program activities, number of participants (showing designated group information), rationale if goals/objectives have not been met and program accomplishments, must be submitted.

## Annexe D

## Post Secondary Co-operative Education

21

### PART 4

### STATISTICS

#### a) Students

**Table 6.** The number of Students registered at post secondary institutions across Canada; Students registered in *Post Secondary Co-operative Programs*; The percentage of Post secondary co-operative students per Province/Territory.

|                        | Registrations | Co-op Program | Percentage of Post secondary co-op |
|------------------------|---------------|---------------|------------------------------------|
| New Brunswick          | 24110         | 487           | 2%                                 |
| Alberta                | 76680         | 1791          | 2.3%                               |
| British Columbia       | 77030         | 7431          | 9.6%                               |
| Manitoba               | 25430         | 977           | 3.8%                               |
| Newfoundland           | 18180         | 1790          | 9.8%                               |
| Nova Scotia            | 33090         | 3072          | 9.2%                               |
| North West Territories | 290           | 26            | 8.9%                               |
| Ontario                | 345640        | 28981         | 8.3%                               |
| Québec                 | 315860        | 8493          | 2.7%                               |
| Saskatchewan           | 27160         | 1219          | 4.4%                               |
| Yukon                  | 565           | 31            | 5.5%                               |
| Prince Edward Island   | 4230          | 0             | 0%                                 |
| <b>Canada</b>          | <b>950265</b> | <b>54298</b>  | <b>5.7%</b>                        |

Source: Statistics Canada Catalogue 81-220, 1993-1994 & National Co-operative Education Directory.

*Statistics found in Tables 7 through 10 and Tables 19 and 20 were collected from Co-op Education Coordinators, employed at the New Brunswick Post Secondary Institutions, participating in this study (see Annexe 3 - questionnaire).*

## **Annexe E**

### SUMMARY

|                        |                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------|
| Work Terms 1985/86     | - conversion to Co-op (Data, Environmental, Chemical)                                                          |
| (Fall, Winter, Summer) | - no students available in Fall & Winter due to implementation                                                 |
| Fall                   | - 0 students eligible                                                                                          |
| Winter                 | - 0 students eligible                                                                                          |
| Summer (3 programs)    | - <u>34</u> students - <u>29</u> placed = <u>85%</u>                                                           |
| Total                  | - 34 students - 29 placed = 85%                                                                                |
| Work Terms 1986/87     | - 3 programs (Data, Chemical, Environmental)                                                                   |
| Fall                   | - 0 students eligible                                                                                          |
| Winter (3 programs)    | - 28 students - 28 placed = 100%                                                                               |
| Summer (4 programs)    | - <u>39</u> students - <u>38</u> placed = <u>97%</u>                                                           |
| Total                  | - 67 students - 66 placed = 99%                                                                                |
| Work Terms 1987/88     | - 4 programs (Data, Environmental, Chemical, Marketing)                                                        |
| Fall (3 programs)      | - 25 students - 25 placed = 100%                                                                               |
| Winter (4 programs)    | - 37 students - 37 placed = 100%                                                                               |
| Summer (8 programs)    | - <u>93</u> students - <u>87</u> placed = <u>94%</u>                                                           |
| Total                  | - 155 students - 149 placed = 96%                                                                              |
| Work Terms 1988/89     | - 8 programs (Accounting, CIS, Marketing, Paralegal, Chemical, Environmental, Mechanical, Mineral)             |
| Fall (4 programs)      | - 35 students - 35 placed = 100%                                                                               |
| Winter (8 programs)    | - 69 students - 68 placed = 99%                                                                                |
| Summer (9 programs)    | - <u>119</u> students - <u>111</u> placed = <u>93%</u>                                                         |
| Total                  | - 223 students - 214 placed = 96%                                                                              |
| Work Terms 1989/90     | - 9 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Environmental, Mechanical, Mineral) |
| Fall (8 programs)      | - 66 students - 66 placed = 100%                                                                               |
| Winter (9 programs)    | - 92 students - 91 placed = 99%                                                                                |
| Summer (9 programs)    | - <u>106</u> students - <u>96</u> placed = <u>91%</u>                                                          |
| Total                  | - 264 students - 253 placed = 96%                                                                              |

# SUMMARY (continued)

|                                    |                                                                                                                                                                                                  |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Work Terms 1990/91                 | - 10 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Environmental, Mechanical, Mineral)                                                                                  |
| Fall (9 programs)                  | - 85 students - 80 placed = 94%                                                                                                                                                                  |
| Winter (9 programs)                | - 98 students - 91 placed = 93%                                                                                                                                                                  |
| Summer (10 programs)               | - <u>162</u> students - <u>120</u> placed = <u>74%</u>                                                                                                                                           |
| Total                              | - 345 students - 291 placed = 84%                                                                                                                                                                |
| Work Terms 1991/92                 | - 10 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Civil/Construction, Electrical/Electronic, Environmental, Mechanical)                                                |
| Fall (9 programs)                  | - 106 students - 99 placed = 93%                                                                                                                                                                 |
| Winter (10 programs)               | - 138 students - 112 placed = 81%                                                                                                                                                                |
| Summer (10 programs)               | - <u>177</u> students - <u>101</u> placed = <u>57%</u>                                                                                                                                           |
| Total                              | - 421 students - 312 placed = 74%                                                                                                                                                                |
| Work Terms 1992/93                 | - 10 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Civil/Construction, Electrical/Electronic, Environmental, Mechanical)                                                |
| Fall (10 programs)                 | - 123 students - 106 placed = 86%                                                                                                                                                                |
| Winter (10 programs)               | - 146 students - 100 placed = 68%                                                                                                                                                                |
| Summer (10 programs)               | - <u>167</u> students - <u>117</u> placed = <u>70%</u>                                                                                                                                           |
| Total                              | - 436 students - 323 placed = 74%                                                                                                                                                                |
| Work Terms 1993/94                 | - 10 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Civil/Construction, Electrical/Electronic, Environmental, Mechanical)                                                |
| Fall (10 programs)                 | - 132 students - 93 placed = 70%                                                                                                                                                                 |
| Winter (10 programs)               | - 131 students - 93 placed = 71%                                                                                                                                                                 |
| Summer (10 programs)               | - <u>168</u> students - <u>101</u> placed = <u>60%</u>                                                                                                                                           |
| Total                              | - 431 students - 287 placed = 66%                                                                                                                                                                |
| Work Terms 1994/95<br>(Technology) | - 10 programs (Accounting, CIS, Management, Marketing, Paralegal, Chemical, Civil/Construction, Electrical/Electronic, Environmental, Mechanical). Also, to be added are BBA and BACS 250 & 350. |
| Fall (10 programs)                 | - 130 students - 96 placed = 74%                                                                                                                                                                 |
| Winter (10 programs)               | - 127 students - 91 placed = 72%                                                                                                                                                                 |
| Summer (10 programs)               | - <u>179</u> students - <u>122</u> placed = 72%                                                                                                                                                  |

Work Terms 1994/95 (continued)

|              |   |                    |   |                  |
|--------------|---|--------------------|---|------------------|
| Fall (250)   | - | 80 students        | - | 80 placed        |
| Spring (250) | - | <u>16</u> students | - | <u>16</u> placed |
| Total (250)  | - | 96 students        | - | 96 placed        |

|              |   |                    |   |                  |
|--------------|---|--------------------|---|------------------|
| Fall (350)   | - | 57 students        | - | 57 placed        |
| Spring (350) | - | <u>26</u> students | - | <u>26</u> placed |
| Total (350)  | - | 83 students        | - | 83 placed        |

|            |   |              |   |            |
|------------|---|--------------|---|------------|
| Total BACS | - | 179 students | - | 179 placed |
|------------|---|--------------|---|------------|

|              |   |            |   |          |
|--------------|---|------------|---|----------|
| Fall (BBA)   | - | 4 students | - | 2 placed |
| Winter (BBA) | - | 4 students | - | 2 placed |
| Summer (BBA) | - | 3 students | - | 2 placed |

|           |   |             |   |          |
|-----------|---|-------------|---|----------|
| Total BBA | - | 11 students | - | 6 placed |
|-----------|---|-------------|---|----------|

TOTAL ALL STUDENTS - 626 students - 501 placed = 80%

## Annexe F

### DEFINITION OF CO-OPERATIVE EDUCATION

A Co-operative Education Program is a program that formally integrates a student's academic studies with work experience in co-operative employer organizations. The usual plan is for the student to alternate periods of experience in appropriate fields of business, industry, government, social services and the professions according to the following criteria:

- i) Each work situation is developed and/or approved by the co-operative educational institution as a suitable learning situation.
- ii) The co-operative education student is engaged in productive work rather than merely observing.
- iii) The co-operative education student receives remuneration for the work performed.
- iv) The co-operative education student's progress on the job is monitored by the co-operative education institution.
- v) The co-operative education student's performance on the job is supervised and evaluated by the student's employer.
- vi) The total co-operative work experience is normally fifty percent of the time spent in academic study, and in no circumstances less than thirty percent.

#### Co-operative Education benefits for Students:

- i) Co-op education is one of the best ways to get around the "catch 22" which faces most students. "You need experience to get a job - but you need a job to get experience". Co-op education provides that opportunity to gain valuable work experience before a student graduates. This cumulative work experience becomes a valuable asset when its time to pursue a full-time career. In

### DÉFINITION DE L'ENSEIGNEMENT COOPÉRATIF

Un programme d'enseignement coopératif est un programme qui intègre formellement les études scolaires à l'expérience de travail au sein d'organisations qui participent à l'enseignement coopératif en tant qu'employeurs. Habituellement, l'élève alterne les périodes d'étude et de stage pour acquérir formation et expérience dans un domaine particulier des affaires, de l'industrie, des gouvernements, des services sociaux ou de toute autre profession en fonction des critères suivants:

- i) L'établissement d'enseignement coopératif préétablit et approuve chaque stage comme étant une situation d'apprentissage appropriée.
- ii) Les stagiaires effectuent un travail productif plutôt qu'une simple observation.
- iii) Les stagiaires sont rémunérés pour le travail effectué.
- iv) Les progrès des stagiaires sont contrôlés par l'établissement d'enseignement coopératif.
- v) Le rendement des stagiaires est supervisé et évalué par l'employeur.
- vi) L'ensemble des stages coopératifs équivaut habituellement à 50 % du temps consacré à l'enseignement théorique, mais ne peut jamais être inférieur à 30 %.

#### Avantages de l'enseignement coopératif pour les étudiants :

- i) L'enseignement coopératif est l'un des meilleurs moyens de sortir de la situation sans issue à laquelle sont confrontés les élèves: "ils faut de l'expérience pour obtenir un emploi, mais il faut un emploi pour obtenir de l'expérience." L'enseignement coopératif offre l'occasion d'acquérir l'expérience de travail tant recherchée avant

**Annexe G**

### Suggested Reading References

- CAFCE Atlantic Research Committee (1994). *Cooperative Education in the Maritimes: A Statistical Profile*. Report prepared for the Maritime Provinces Higher Education Commission.
- Canadian Labour Force Development Board (1994). *Putting the pieces together: Toward a coherent transition system for Canada's labour force*. Ottawa: CLFDB.
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- Economic Council of Canada (1992). *A lot to learn: Education and training in Canada*. Ottawa: Supply & Services Canada.
- New Brunswick, (1993). *To Live and Learn: The Challenge of Education and Training*. Report of the Commission on Excellence in Education.
- Ryder, K., Wilson, J., & Associates (1987). *Cooperative Education in a New Era: Understanding and Strengthening the Links Between College and the Workplace*. London: Jossey-Bass.
- University of Manitoba (1985). *Transitions to Work*. The Institute for Social and Economic Research.